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Proceedings

OF THE

SIXTIETH ANNUAL CONVENTION

OF THE

Middle States Association of Colleges and Secondary Schools

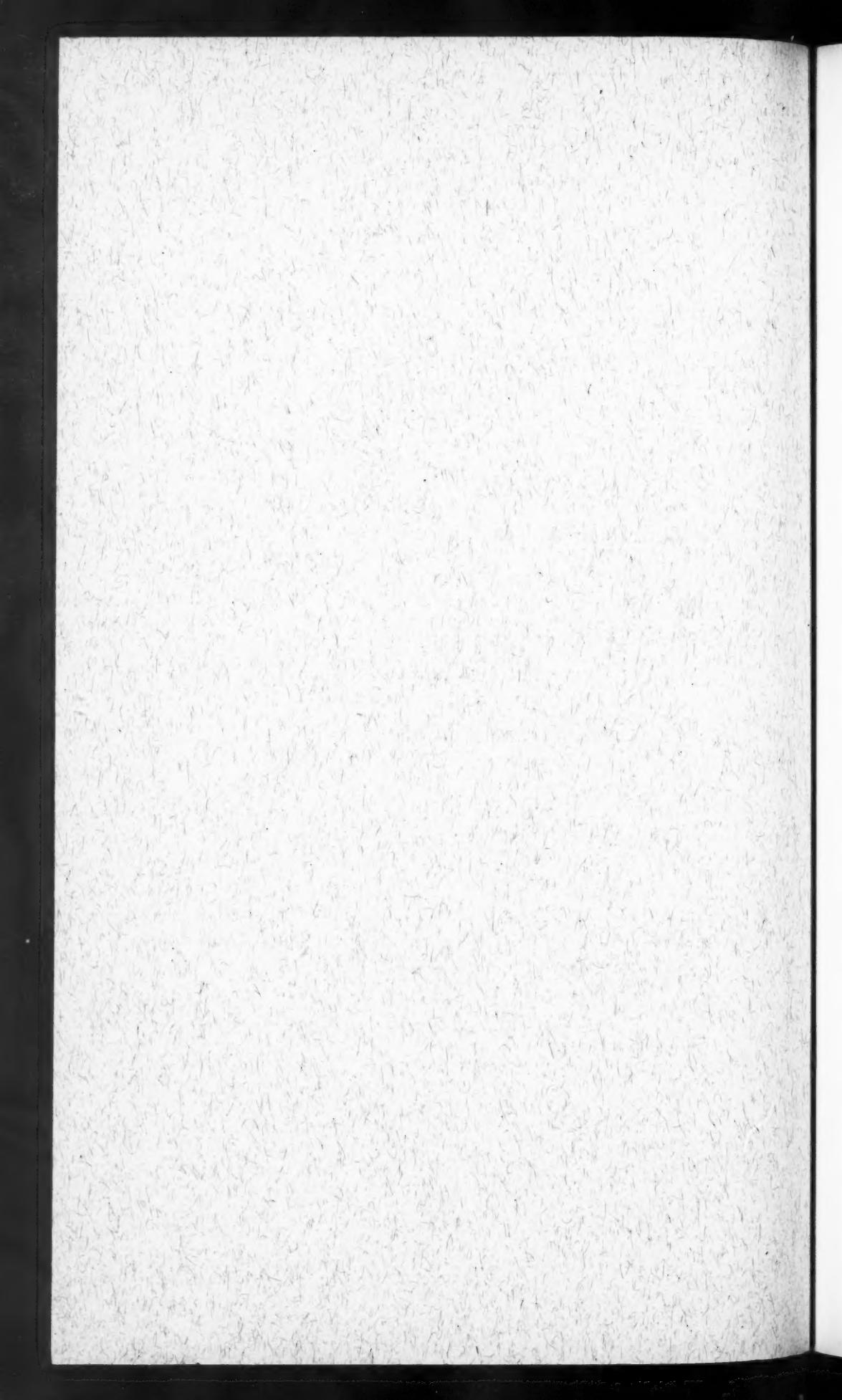
1946

HOTEL PENNSYLVANIAN, NEW YORK CITY
FRIDAY AND SATURDAY
NOVEMBER 29 and 30, 1946



PUBLISHED BY THE ASSOCIATION

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The 61st Annual Convention of the Association will be held at Chalfonte-Haddon Hall, Atlantic City, New Jersey, on Friday and Saturday, November 28 and 29, 1947.

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Middle District Assoc. of Colleges
Secondary Schools

4-11-47

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LIST OF OFFICERS, 1946-47

PRESIDENT

MARGARET T. CORWIN, *Dean*, New Jersey College for Women.

VICE-PRESIDENT

GALEN JONES, *Director*, U. S. Office of Education, Washington.

SECRETARY

KARL G. MILLER, *Dean*, University of Pennsylvania.

TREASURER

BURTON P. FOWLER, *Principal*, Germantown Friends School.

EXECUTIVE COMMITTEE

W. OWEN SYPHERD, *University Professor*, University of Delaware, Delaware.

EMILIE MARGARET WHITE, *Director of Foreign Languages*, Public Schools, Washington, D. C.

WALDO KINDIG, *Principal*, Plainfield High School, New Jersey.

GILBERT W. MEAD, *President*, Washington College, Maryland.

LESTER W. NELSON, *Principal*, Scarsdale High School, New York.

JOHN F. GUMMERE, *Headmaster*, William Penn Charter School, Pennsylvania.

GEORGE A. WALTON, *Principal*, The George School, retiring President of the Association (co-opted).

COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

TERMS EXPIRING IN 1947: Director EUGENE F. BRADFORD, Cornell University; President HARRY A. SPRAGUE, Montclair Teachers College; President LEVERING TYSON, Muhlenberg College; Director E. K. SMILEY, Lehigh University.

TERMS EXPIRING IN 1948: President WEIR C. KELTER, Grove City College; Headmaster CHARLES C. TILLINGHAST, Horace Mann School for Boys; Dr. ROY J. DEFERRARI, Catholic University of America; President ROBERT C. CLOTHIER, Rutgers University.

TERMS EXPIRING IN 1949: Director FRANK H. BOWLES, Columbia University, *Chairman*; Dr. J. HILLIS MILLER, Associate Commissioner of Education, Albany; President PAUL D. SHAFER, Packer Collegiate Institute; Dean HENRY GRATTAN DOYLE, George Washington University.

The President of the Association.

The Secretary of the Association.

Honorary Members:

Dr. FREDERICK C. FERRY.

President GEORGE WM. McCLELLAND.

Dr. WALTER R. MARSH.

President DAVID A. ROBERTSON.

COMMISSION ON SECONDARY SCHOOLS

TERMS EXPIRING IN 1947: Director EUGENE S. FARLEY, Bucknell Junior College; Registrar GEORGE B. CURTIS, Lehigh University; Headmaster GREVILLE HASLAM, Episcopal Academy.

TERMS EXPIRING IN 1948: Dr. J. CAREY TAYLOR, Assistant Superintendent of Secondary Education, Baltimore; Director EDWARD B. ROONEY, S. J., Jesuit Educational Association, N. Y.; Professor R. D. MATTHEWS, University of Pennsylvania, *Chairman*.

TERMS EXPIRING IN 1949: Assistant Commissioner WARREN W. KNOX, Albany; Principal L. GERTRUDE ANGELL, Buffalo Seminary; Principal HYMEN ALPERN, Evander Childs High School.

The President of the Association.

The Secretary of the Association.

Honorary Member:

Professor E. D. GRIZZELL.

REPRESENTATIVES ON THE COLLEGE ENTRANCE EXAMINATION BOARD

Principal **BURTON P. FOWLER**, Germantown Friends School.
Headmaster **ALBERT ROGERS**, Perkiomen School.
Headmistress **DOROTHY BROCKWAY OSBORNE**, The Spence School.
Associate Superintendent **NORMAN J. NELSON**, Washington, D. C.
Principal **LEMUEL R. JOHNSTON**, Clifford J. Scott High School.

REPRESENTATIVES ON THE AMERICAN COUNCIL ON EDUCATION

President **DAVID A. ROBERTSON**, Goucher College.
Dean **HENRY GRATTAN DOYLE**, George Washington University.
Dean **KARL G. MILLER**, University of Pennsylvania.

FRATERNAL DELEGATES

Southern Association of Colleges and Secondary Schools, Dr. **HOLAND HOLTON**, Head of the Department of Education, Duke University, and Editor of The Southern Association Quarterly.
New England Association of Colleges and Secondary Schools, Dean **SAMUEL T. ARNOLD**, Brown University, Vice-President of the New England Association.
North Central Association of Colleges and Secondary Schools, President **KENNETH I. BROWN**, Denison University, Vice-Chairman of the Commission on Colleges and Universities.

TEMPORARY COMMITTEES

Committee on Nominations:

HAROLD A. FERGUSON, Montclair High School.
WILMOT R. JONES, Wilmington Friends School.
LEVERING TYSON, Muhlenberg College.
HENRY GRATTAN DOYLE, George Washington University,
Chairman.

Committee on Audit:

MILDRED SWAN BORDEN, Stevens School for Girls.
RICHARD C. REAM, Springfield Township High School.

PROGRAM OF THE 60TH ANNUAL CONVENTION

FRIDAY, NOVEMBER 29, 1946

Presiding Officer—Principal **GEORGE A. WALTON**, The George School, President of the Association.

10:30 A. M.—GENERAL SESSION, Grand Ballroom.

INVOCATION—Reverend Dr. **WILBOUR E. SAUNDERS**, The Peddie School.

Topic—The Middle States Association Looks Ahead.

Report of the Secretary.

KARL G. MILLER, Secretary.

Extending the Services of the Commission on Institutions of Higher Education.

DAVID A. ROBERTSON, Chairman of the Commission.

SAMUEL T. ARNOLD, Brown University, fraternal delegate of the New England Association.

KENNETH I. BROWN, Denison University, fraternal delegate of the North Central Association.

FRANK H. BOWLES, Secretary of the Commission.

Expanding the Work of the Commission on Secondary Schools.

E. D. GRIZZELL, Chairman of the Commission.

IRA R. KRAYBILL, Executive Secretary of the Commission.

ANGELA BROENING, Forest Park High School, Baltimore, Md.

JAMES I. WENDELL, The Hill School, Pottstown, Pa.

Proposed Standards for Secondary Schools.

J. CAREY TAYLOR, Assistant Superintendent of Secondary Education, Baltimore.

The Perennial Conflict Between Subjective and Objective Methods of Appraisal.

HOLLAND HOLTON, Duke University, fraternal delegate of the Southern Association.

Report of the Treasurer and Committee on Audit.

BURTON P. FOWLER, Treasurer.

The Constitutional Amendment.

KARL G. MILLER, Secretary.

Election of Officers for 1946-47.

HENRY GRATTAN DOYLE, Chairman of the Nominating Committee.

2:30 P. M.—GENERAL SESSION, Grand Ballroom.

Topic—Education for Political and Social Responsibility.

The Role of the American High School in Developing Social Responsibility.

GALEN JONES, Director, Division of Secondary Education, U. S. Office of Education.

Education for Political and Social Responsibility: Its Natural History in the American College.

HORACE MANN BOND, Lincoln University.

Educated Women in the Modern World.

MILDRED McAFFEE HORTON, Wellesley College.

SATURDAY, NOVEMBER 30, 1946

9:15 A. M.—GENERAL SESSION, Grand Ballroom.

Topic—Problems of Veteran Education.

The Veterans Administration's Part in the Program of Veteran Education.

A. L. COMBES, Director, Education and Training Service for Vocational Rehabilitation and Education, Veterans Administration.

Pennsylvania's Approach to Emergency Education.

CHARLES A. FORD, Temple University, Coordinator for Area 1 of the Pennsylvania Area College Center Program.

GENERAL SESSION

FRIDAY, NOVEMBER 29, 1946

The sixtieth annual convention of the Middle States Association of Colleges and Secondary Schools was called to order at 10:30 A. M. with President George A. Walton presiding. The Invocation was delivered by Reverend Dr. Wilbour E. Saunders, Headmaster of The Peddie School. President Walton then called on the Secretary of the Association to present his report.

REPORT OF THE SECRETARY

KARL G. MILLER

Except for routine actions and the necessary planning of the present convention program, the attention of the officers and executive committee during the past year has been concentrated almost entirely on the problems of re-organization and financial support which now confront the Middle States Association. At a special meeting of the officers last February, the Secretary stated that it had become impossible for him to carry on the essential business of the Association in the offices of the College of Liberal Arts for Women of the University of Pennsylvania and with its limited clerical staff. Furthermore, his secretary had made it clear that she did not consider the stipend which she had been receiving from the Association as adequate compensation for the services which she had been rendering during the past seven years.

The Treasurer of the Association immediately reported a similar problem in his own office, his secretary having asked to be relieved of her duties in connection with the accounts of the Association. Without debate, the officers then agreed that the Association should not continue to impose on the loyalty of its clerical assistants and that appropriate steps should be taken to provide reasonable compensation for them. It was also decided to call a meeting of the executive committee in March for the purpose of determining the financial needs of the Secretary's and Treasurer's offices and to investigate the needs of the officers of the two commissions.

At the meeting of the executive committee in Philadelphia on March 16, 1946, the Secretary of the Commission on Institutions of Higher Education presented tentative plans for a complete re-organization of the accrediting procedure which will necessitate increased financial support. He also requested authorization for the appointment of an assistant secretary serving on a half-time basis. The Chairman of the Commission on Secondary Schools reported that its activities, as authorized by the Association a year

ago, can no longer be administered in the present over-crowded offices and that the University of Pennsylvania is making available much more extensive facilities for the Commission in another building. In its new quarters, the Commission will require an increased budget for additional clerical help and for much-needed office equipment. The move of the Commission on Secondary Schools to a larger building also offers a solution to the problem of the Secretary of the Association, who can be assigned a small separate office and provided with the services of a competent assistant secretary on a part-time basis. On the other hand, the problem of the Treasurer's office can best be solved by a significant increase in compensation for his secretary.

Upon hearing these various reports, the executive committee was convinced that a complete budgetary study should be made and various methods of increasing the financial resources of the Association investigated. The urgency of such action was emphasized by the statement that an accumulated surplus of about \$7500 which was in the treasury in 1940 will have been exhausted at the close of the present fiscal year. The President was therefore authorized to appoint a special sub-committee to consider all aspects of the problem and present specific recommendations to the executive committee at a later meeting.

At a meeting on May 16th, the sub-committee reported that the present activities and services of the Association would have to be curtailed unless increased financial support could be obtained, and it recommended that the additional income be provided by an increase in annual membership fees rather than inspection fees. The executive committee thereupon approved a proposed amendment to the Constitution increasing the annual fee for secondary schools to \$15, for junior colleges to \$25, and for senior colleges and universities to \$40. The Secretary was instructed to give due notice of the proposed constitutional amendment in the call for the present convention, and such notice was sent to all member institutions in a communication dated September 15, 1946.

The program of this morning's session has been designed to acquaint the membership with the problems which now confront the Association and with plans for future development. The officers of the Commission on Institutions of Higher Education and of the Commission on Secondary Schools will present detailed reports and proposals. The Treasurer will describe the present financial position, the anticipated deficit for the current fiscal year, and the tentative budget for 1947-48 based upon increased membership fees. At the close of the session, delegates will be requested to cast their ballots on the proposed constitutional amendment.

There has been no meeting of the executive committee this fall because essential plans for the present convention were approved in May, and it seemed advisable to wait for the vote on the constitutional amendment before attempting to approve budgets or plan for the future. A meeting of the committee, as newly constituted, will be held following the general session this afternoon. This report should not close, however, without mention of certain other activities during the past year.

The special Committee on Postwar Guidance of Veterans and Civilians was discharged a year ago, following the publication of the report of its sub-committee entitled, "The Preparation of Counselors for Veterans", as Bulletin No. 86 in the series on Higher Education of the American Council on Education. The report of the second sub-committee, under the chairmanship of Frank H. Bowles, entitled "Organization for Veteran Advisement", appeared as Bulletin No. 98 in the same series, dated March 19, 1946. Both reports were prepared in co-operation with a special committee of the Eastern Association of College Deans and Advisers of Men.

President George A. Walton served as our fraternal delegate at the annual meetings of the New England Association of Colleges and Secondary Schools in Boston in December 1945, and at the meetings of the North Central Association in Chicago in March 1946. Dean Henry Grattan Doyle was our fraternal delegate to the Southern Association at Memphis in April 1946, and also represented the Middle States Association at the annual meeting of the American Council on Education in May 1946.

The Association was invited by various member institutions to send representatives to special ceremonies and celebrations during the past year, among which the following should be mentioned: Dean Harry Carman of Columbia University represented the Association at the inauguration of President Walter C. Langsam of Wagner College; Principal George Walton at the inauguration of President William S. Carlson of the University of Delaware; Dr. Frederick C. Ferry at the inauguration of President Sarah Blanding of Vassar College; President Theodore Distler at the inauguration of President William W. Edel of Dickinson College; Dr. Eugene F. Bradford at the inauguration of President Richard L. Greene of Wells College; Dr. George A. Walton at the 150th anniversary of the Oakwood School, Poughkeepsie; and Dr. E. D. Grizzell at the 200th anniversary of West Nottingham Academy, Colora, Maryland.

Next week, Dean Margaret Corwin will be our fraternal delegate at the meetings of the New England Association in Boston, and the following week Professor Grizzell will attend the meetings

of the Southern Association in Memphis. The Association will also be represented at the National Conference on Veterans' Affairs, and at the meeting of the President's Commission on Higher Education, both to be held in Washington early next month. We have been invited to send four delegates to the special conference on secondary education to be held in connection with the Princeton University Bicentennial Celebration next May.

The foregoing report will indicate that as President of the Association Dr. George Walton has had an unusually busy and difficult year. With no slightest disparagement of those who have held the presidency during the preceding seven years, your Secretary takes this opportunity to express his sincere appreciation to Dr. Walton for his unfailing eagerness to carry even more than his fair share of the burden.

(A motion to accept the report of the Secretary was made, properly seconded, and unanimously adopted.)

REPORT OF THE TREASURER
November 1, 1945 to September 1, 1946

Balance in Association Checking Account November 1, 1945	\$ 417.44
Balance in Association Savings Account November 1, 1945	103.52
Amount from Savings Account Invested in Series "G" Bonds	4,000.00

Receipts

Back Dues	\$ 250.00
Dues for 1945-46 from 863 institutions	8,630.00
Advance dues for 1946-47 from 5 institutions	50.00
Advance Accrediting Membership fees	40.00
Evaluation fees	2,750.00
Certificates to schools	16.00
Inspection of Colleges	350.00
Miscellaneous receipts	195.85
Interest from Bonds	100.00
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Total Receipts	\$12,381.85 12,381.85
<hr/>	
	\$16,902.81

Expenditures

Annual Meeting Expenses	\$ 866.50
Expenses of Members to	
Regional Meetings	\$ 327.27
Other Meetings	38.76 366.03
<hr/>	
Executive Committee Meetings	244.18
Commission on Higher Institutions	1,268.83
Commission on Secondary Schools incl. Executive Sec-	
retary's Salary	6,510.30
Secretary's Office	
Honoraria	600.00
Corres. & Printing	160.52 760.52
<hr/>	
Treasurer's Office	
Honoraria	400.00
Notary & Postage	100.00
Bonding Treas. etc	28.60
Corres. & Printing	34.92 563.52
<hr/>	
Proceedings	16.26
Miscellaneous	1,693.48
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	\$12,289.62 12,289.62
Balance in Checking Account September 1, 1946	509.67
Balance in Association Savings Account September 1, 1946	103.52
Amount invested in Series "G" Bonds	4,000.00
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Surplus for ten month period—November 1, 1945 to September 1, 1946	\$ 92.23
\$16,902.81	

BURTON P. FOWLER,
Treasurer.

REPORT OF THE AUDITING COMMITTEE

We have examined the accounts of the Treasurer, together with the accompanying vouchers, and find all to be correct as set forth, the balance in his hands being—

Checking Account	\$ 509.67
Savings Fund Account	103.52
Series "G" Government Bonds	4,000.00

MILDRED SWAN BORDEN,
RICHARD C. REAM,
Auditors.

(Upon motion duly made and properly seconded the reports of the Treasurer and the Committee on Audit were accepted.)

REMARKS BY FRATERNAL DELEGATES

PRESIDENT WALTON: We are happy to have with us fraternal delegates from the New England, North Central and the Southern Association of Colleges and Secondary Schools. We have made places on the morning program to hear from these men and begin getting acquainted with them. Dean Samuel T. Arnold of Brown University, fraternal delegate of the New England Association, has been listed in connection with the report of our Commission on Institutions of Higher Education. Dean Arnold, I would like at this moment to call upon you before we take up the prosy business of that report. Will you give us your greetings at this time?

DEAN ARNOLD: Mr. Chairman, Ladies and Gentlemen.

I am a bit shocked by the suddenness of my introduction. I thought I would have at least three speakers before me, so that I would know what to say to you.

The Secretary of the Association wrote me a letter stating that he was very glad indeed to know that I might be with you today, to bring the greetings of the New England Association, and that this Association had decided against the ordinary type of fraternal delegate. He said that the Association did not want any travelling salesmen telling stories coming to this meeting, and therefore he hoped that I would come prepared to discuss those things which were really much more fundamental than the greetings sometimes presented by fraternal delegates, and come prepared to discuss your program of higher education.

That sounded rather good, and I felt that I would make a serious effort to acquiesce, and consequently wrote to my colleagues in the various New England colleges and asked for their comments as to what might be going on on the various college campuses.

The other day, through the kindness of the Secretary of your Commission on Higher Institutions, I received a copy of some of the remarks that will be presented to you later in the morning, and found that I knew very little about the subject to be discussed and very little about the background on which it is based, and felt that perhaps I would not be very well qualified to discuss the matter.

I should like very briefly, if I may, Mr. Chairman, simply to say to this Association, that as I wrote to the various colleges in New England, to ask their comments about what might be going on on the various campuses, I found that there were a good many matters under discussion.

In the first place, it seems that most colleges in New England are discussing the fundamental principle of general education. That

does not come wholly because of the Harvard Report. It seems to be in the air. Most of the colleges in New England have either voted a new curriculum or are in the process of voting one.

In this connection, there is one particular matter that came to my mind after hearing the reports from the various campuses. There seems to be a determined effort to have the elementary courses presented from the point of view of the student who is not going to major in the field, rather than from the point of view of the student who is using the course as a prerequisite for more advanced courses.

At the expense of causing some chagrin on your part, I must use the word "integration." There seems to be a real attempt to integrate the various courses in the curriculum, with the thought, perhaps, of saving time by so doing.

And if I may illustrate this from one particular college, may I say that in trying to integrate the courses of college physics and college chemistry, it seems possible to save approximately one month of teaching work by having the courses given by the two departments working together. It was pointed out, that the men who are teaching, at least at the beginning, would sit in on the courses given by the other department, and therefore know the material which might be omitted.

On my own campus, we are making that effort in this connection with the sequences of physics and chemistry, chemistry and geology, physics and astronomy. What the result will be, I cannot tell you. I do know that it has been discussed fully, and we are going to try, if we include a certain topic in the course in physics, to leave out this material when it comes to the course in chemistry. One illustration would be the gas laws.

Not only on our campus but on the campus of every institution in New England this new program is being tried.

The second main point that I should like to discuss is the teaching of modern foreign languages. I think that in New England, and certainly it must be true in your own Association and in other parts of the country, efforts are being made to capitalize on the experience in the armed forces in the foreign language and area programs in presenting foreign language on the different college campuses in a more efficient way with the hopes of leaving the students in the position where they may use this language as a "tool" subject in their future work.

The third thing I want to discuss—and I do not want to take too much time here—is that in New England, as in other parts of

the country, efforts are being made to broaden the programs in the teaching of engineering subjects and in teaching the physical sciences.

The great problem—and I do not know the answer and I do not know that there is any answer—is to broaden the program and give the material that is necessary in teaching the sciences and in teaching engineering, without lengthening the program. And the question comes, if you lengthen the program, whether the students will be able to take the time for the program. This is particularly true, if I may emphasize one particular problem, when you have ROTC programs on your campus.

At the meeting of the Association of Naval ROTC Colleges in Chicago, there was considerable discussion as to how you might be able to teach a fundamental program in engineering, to teach the ROTC subjects and also to try to give the breadth that these engineers and physical scientists need for their work in the future within a period of four years.

Having just thrown out these few brief remarks, may I say that I am very happy to be here this morning to greet you. I am also happy to know that Miss Corwin is coming up to be with us a week from today.

Thank you very much for your attention.

PRESIDENT WALTON: Thank you, Dean Arnold, for your friendly and informing remarks. The fraternal delegate from the North Central Association is President Kenneth I. Brown of Denison University. We would be very happy to hear you, sir.

PRESIDENT BROWN: President Walton, Mr. Secretary, Members of The Middle States Association.

I am happy to bring you greetings from your fellow administrators and educators in the middle west, from the North Central Association.

I find myself in a situation this morning where I have a beautiful example of that old precept we all learn in childhood, "Be sure your sins will find you out."

For the last sixteen years, I have been attending educational meetings, and I think that for most of those sixteen years I have avoided the addresses of fraternal delegates, because I have always assumed that they would be so utterly boring that I could spend my time more profitably in corridor conversation.

Now I find myself this morning in a situation where in bringing fraternal greetings, I have no pattern to follow.

There are three concerns of which I shall speak briefly. I have no right to say that they reflect the thinking of the North Central.

There has been no public announcement from that group on any of these. I think rather they reflect the thinking of a group within the North Central, and are concerns which are on their hearts and minds.

The first touches the very heart of our college life. Although our housing problem still presses on us, is it not true that the quality of our teaching is becoming a major problem? I believe there is very close connection between that problem of quality and the proposals which Mr. Bowles is bringing us this morning.

We are all concerned to find, both for temporary and for permanent positions, men and women who are well-trained, competent, growing faculty members, and anyone who touches that job knows how very difficult it is.

We judge the training by the degrees, but the degrees do not guarantee competency. A man may be a success in one place, a failure in another, and you may have a man on your faculty, at the moment, giving large promise of that competency who, ten years from now, because of failure to grow proficiently and intelligently and personally, becomes a liability rather than an asset.

Anything which our Associations, working singly or working together, can do to aid the colleges to find well-trained, competent, growing faculty members will do much to strengthen the kind of program we all desire for our institutions.

I wonder if the time may not have come for a joint effort on the parts of all of our Associations for a recruiting program of teachers for the high school level and for the college level, where in we shall seek out our choicest men and women, choice not only in terms of intellectual ability but also in terms of hearts and personalities. We shall bring to them in as persuasive a way as we can the opportunities for teaching. Many of our denominations are doing that in a splendid way for the ministry. Ought we not to do it in a competent way for the profession which we have made our own?

A second concern I would name is the concern that more wisely and with larger emphasis we busy ourselves with the problem of citizenship, an easy word to say but a very hard word to put into the educational program.

We need both insight into our own contemporary national problems and an outreach for the international problems which confront us all. There must be a place both for insight and for outreach within our curricular programs, and there must be a still larger place, many of us believe, for that insight and outreach in our extra-curricular programs.

The campus efforts to raise money for worthy proposals, the care that we take of our foreign students as they come to us, the hospitality that we offer to them, are these not means by which we may be able to do something to bring about the greater understanding of citizenship which we so urgently need?

A third concern I would name is the concern that we find both in our curricular and in our extra-curricular campus life for a larger recognition of religion, and I say that without embarrassment or apology of any kind.

We have just come through our great national holiday of Thanksgiving. That first Thanksgiving was vastly more than a common feast. It was a common feast with the element of prayer, based on the worthy assumption that God has concern for human affairs, and that there is the responsibility of the individual to know and to do His will, that same responsibility that Dr. Saunders voiced in his opening prayer this morning.

I know of no college which is satisfied with what it is doing in this matter, and I know of many of our state institutions which are anxious to do more, vastly more than they now are doing.

There is tremendous need that there shall be American heritage of culture and civilization, with a proper recognition of the place in religion in that heritage, and more than that, that there shall be shot through the whole atmosphere and spirit of our schools, a recognition of the importance of religion.

Otherwise, we shall have facts which are not integrated and knowledge which has no motivation and a wisdom which denies God. And that kind of education, I think we are agreed, is not the kind that is going to prepare the boy and the girl in high school, the men and the women in college, to face the problems of our day.

I am happy to bring you greetings from your fellow organization, the North Central. Thank you.

PRESIDENT WALTON: Thank you, President Brown, for your very important contribution to our thinking, covering both the heights and the depths of school and college life. We turn now to the field of our own work, to which these two of our fraternal delegates have introduced us, namely the field of higher education, and we will take up the report of our Commission on Institutions of Higher Education.

REPORT OF THE COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

DAVID A. ROBERTSON, *Chairman*

In this, my last report as Chairman of the Commission on Higher Institutions, I do not intend to look back except to thank you for the opportunity I have had for eleven years of membership on the Commission and nine years of chairmanship of a splendid body of earnest, unselfish, energetic members of this Association, eager to promote the best interests of higher education in our area. With this grand group I am proud to have had association and grateful to you for the opportunity given.

Out of my experience, I, with you, look ahead to the continuing and increasing service of higher education in the Middle States area. Out of my experience with this Commission grows my conviction that never has higher education in this area or anywhere in our country, as far as its quality is concerned, been in greater danger. I think that in the near future and at present, the Commission on Higher Institutions, as your agent, needs increasing understanding, encouragement and support.

We are all familiar with what enrollment has done to our institutions, especially the larger universities and colleges. One university in our region had an enrollment in 1945-1946 of 47,155, of whom 12,000 were veterans. For 1946-1947, that institution expected an enrollment of 55,000, and predicted a peak in 1947.

Thousands of veterans have been unable to enter our colleges. There has been forced upon many institutions an increase in admission requirements. We need not be worried about that particular criterion. But what happens after these veterans and others get into the universities and colleges?

What about their teachers? Members of the faculty have had their teaching loads increased beyond what has hitherto been thought wise. One study shows that classes heretofore limited to twenty and twenty-five now enroll fifty-five. It shows also that summer sessions are being added to the teaching load of members of the faculty, without increase in salary.

All of us are interested in the adjustment of salary scales to increased living costs. That study is creditably going on in most of our institutions. But what is the effect even of those adjustments on recruiting of teachers? There is a shortage particularly in these departments: physical sciences, mathematics, business administration, natural sciences, economics, agriculture, psychology, English, foreign language, history and government. And the graduate schools, during the last five years, have not been training the people who should

have become young instructors in those fields. There is no way for the graduate schools to satisfy the demands of the colleges for teachers at present.

There was a time when some people looked askance at the use by universities of graduate students, candidates for the Ph.D. degree, who were allowed to teach in the college of the university elementary courses in history and English. At one time, in one institution, I investigated 143 cases, and I am glad to say that those cases all showed a rich and valuable experience in teaching college classes elsewhere before their return to the graduate institution to take the Ph.D. degree. What is happening today? In one of the recognized reputably great universities of our area, four or five undergraduates are teaching elementary classes in the college of that institution. They are not serving as assistants in laboratories. They are teaching independent classes in this university.

How far has that gone in our area and in the United States, forced on even the best institutions because of this huge enrollment? Where are teachers to come from, to help the existing faculty, and to create the new faculty in New York State, for Sampson, and Plattsburgh, where the nucleus is to come from other institutions in the State, already overburdened with teaching loads, or in Pennsylvania, in the nine regions, each of which is to be a center for college training in the freshman year. Or the junior colleges? In Baltimore, we are talking about getting high school teachers from Baltimore City College and from the Polytechnic to man two proposed junior colleges.

I agree with Dr. Abraham Flexner, that there is great merit in the former German procedure of training gymnasium teachers, so that they may go into the universities and pursue their specialty. Recently, we have seen with delight the excellence of such a program in the progress of a person from the headmistress-ship of the Brearley School to the deanship of Barnard College, an admirable example of the validity of that type of training. But Mrs. Macintosh is a unique person. The high schools are not full of persons who can be enlisted for the colleges. Are they in industry? Are they in the Navy and the Army? Can we call back the retired teachers, the finished ones, or must we resort, like this great university, to the unfinished undergraduates?

Physical equipment is a problem. Housing is our bottleneck, as everybody knows. Conditions once regarded as intolerable have to be put up with. Trunk rooms and storage rooms are being used for class-rooms, temporary housing erected, churches in the neighborhood used. Books are not to be had. The Veterans Administration acquired one million six hundred thousand books from the Army

Institute, to add to six hundred thousand books available to veterans. The Library of Congress was to be the distributor of the books, and the Veterans Administration was to pay the Library for handling, and to pay the institutions twenty-five cents for each book to be handled.

In the November, 1946, issue of the new magazine called "College and University Business," Russell Reynolds calls attention to the Government ownership of about two million surplus textbooks worth five million dollars, and asserts that but few veterans are using them, and that the new editions will make all these worthless very soon. And he calls attention to the fact that the administration of all this property has been a shift from the Navy to the Surplus Property Division, and from that to the Reconstruction Finance Division, and from that to the War Assets Division, and from that again to the Library of Congress; and then the Attorney General of the United States decided that the distribution was illegal.

The colleges may get twenty-five cents a book for handling. Why aren't the veterans getting the book?

Again I refer you to Reynolds. The reports from college book stores indicate that requirements for records involve more work and red tape than required for the college actually to sell a new book or to issue one to a veteran. The system is logical on the surface but requires practically the establishment of a separate book department.

Books are indeed a problem. In Volume No. 1 of the new magazine from England, "Universities Quarterly," is a report of matters which affect all English teachers in our own country. More than 550 titles in Everyman's Library, active titles, are at present unobtainable. You know that list of classics. Of four hundred active titles in the World's Classics Series, and over one hundred active titles in the Oxford Standard Author's Series, only twenty-nine and fifteen, respectively, are in stock.

What about the college libraries? I must not take time to force on your attention the problem which meets the Commission on Higher Institutions in that important field.

What about the costs to the colleges, and the effect of these costs on the balance we all must maintain in our budgets, if we are to achieve that distinction of scholarship which we seek? The Bursar of the University of Illinois calls attention to the fact that the money received from each GI enrolled does not equal the cost of instruction. The Federal Government pays the University of Illinois \$9.65 for every credit hour taken by a veteran, but the direct cost to the University is \$17.09, and the student takes fifteen to eighteen hours. Also, and you will recognize the reason for this

situation, the University is obliged to make short-term loans to veterans when there are delays in payment of subsistence allowances. Illinois made six hundred loans in 1945-1946, amounting to twenty-three thousand dollars.

What this means to private institutions is mentioned by another article in the "Universities Quarterly," an excellent article on "Higher Education in the United States," by Dr. Carmichael, now President of the Carnegie Foundation for the Advancement of Teaching. Its significance appears in this paragraph: "The aggregate of state appropriations in 1941-1942 was approximately \$170,000,000, with large increases noted since then. Recently, the University of California announced an appropriation of \$90,000,000 for the biennial 1946-1948, more than half of which was for current operations, the remainder for buildings and equipment. "In the light of these facts," Dr. Carmichael goes on to say, "it is clear that the leadership exercised by private institutions is seriously threatened."

The seriousness of the situation is apparent to all of us. It is a special problem of the Commission on Higher Institutions to study the obstacles to high quality of education in our area, not only in marginal institutions, but in what we have always regarded as the first-rate ones. We need a more thoroughgoing program, which will put us in touch with the facts.

I cannot help adding that the seriousness of the GI student is gratifying to everybody, and sympathetically everybody wants to help the veteran to the highest possible achievement educationally. In this area also, it is quite apparent in three institutions which we discussed at a recent meeting of the Commission on Higher Institutions that the veteran has decided that GI's will be college boys. The collegiate effervescence in these three institutions was due directly to the veterans, not to the youngsters.

There are dangers to our standards, problems to be watched and solved, sympathetically, I said, but wisely; and each institution must watch itself. Through the Commission on Institutions of Higher Education, there must be cooperation in helping each other. And one way to achieve this is to carry on a larger, more searching program, which members of the association can put through by means of this earnest, energetic, faithful group of men who have served on the Commission on Higher Institutions, especially as you have now the leadership of one of extraordinary experience, not only in the Navy and in Columbia University, but in the Association of American Universities as well as in the Middle States Association. I am very happy that Frank Bowles is to succeed me as Chairman of the Commission of Higher Institutions, and I am very glad that he will present the program to you this morning.

REPORT OF THE SECRETARY OF THE COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

FRANK H. BOWLES, *Secretary*

The Commission on Institutions of Higher Education has asked for this time on the Association's program to present for discussion a proposal for changes in procedures in the accrediting of higher institutions. The proposed procedures differ in important respects from those now being followed by your Commission, differ, in fact, so much as to affect all higher institutions in the Association if and when they become effective.

The Commission desires to have its proposals thoroughly understood and agreed upon before any move is made to implement them. I am authorized to say that any substantial dissent on the motion to approve will be construed as calling for a mail ballot of the membership. The Commission does not wish to act on any program to which the Association does not give full support.

The proposal is essentially a shift of emphasis in accrediting procedures from maintenance of minimum standards to the improvement of institutions of all types and on all levels.

As a first step in accomplishing this shift, the standards have been studied and reviewed by a committee under the Chairmanship of Commissioner J. Hillis Miller. A revised set of standards has been drafted for further study. In this revision increased emphasis is placed on strength and competence of faculty and administration, on student advisement and guidance and on the cohesiveness of the institution for its purpose of education.

As a second step in accomplishing the shift, a complete visitation program is planned to cover all higher institutions in the Association's membership.

As the third, and in the view of many Commission members, the most important step in the shift of emphasis, it is planned to draw on staffs of all member institutions for volunteers to staff the visitation committees. These committees should make it possible for the Commission to have before it detailed, analytical and helpful reports which will be of real value to the institutions visited. At the same time membership on the committees should provide excellent opportunities for interchange of experience between institutions as well as a training ground for future commission members.

To bring this program into historical focus it is well to recall that the accrediting activities of this Association are little more than twenty-five years old. They began when, with the first flush of institutional expansion after World War I, regional thinking found

an obvious need in this area for the establishment and maintenance of minimum standards for higher education.

The movement in this Association coincided roughly in time with similar actions in the southern associations and the North Central Association. The Association of American Universities had already engaged itself in accrediting through its acceptance of responsibility for publishing the so-called accepted list, originally based on the Carnegie list.

The three regional associations adopted a set of standards commonly referred to as the American Council on Education Standards since they had been agreed upon at a conference held under the auspices of that organization. The Association of American Universities while it did not adopt a set of fixed principles adhered in general to the American Council standards and added another criterion, that of demonstrated institutional success in preparing students for advanced study in graduate, professional, and research institutions.

The principles and practices laid down in the early twenties were followed by accrediting organizations without substantial change for the next fifteen years. Although criticised as formal, inflexible and offering neither incentive nor opportunity for experimentation and research in higher education, they nevertheless had the important result of making possible the identification and listing of institutions which had attained and maintained at least minimum levels of excellence with respect to libraries, financial support, faculty training, faculty security, entrance requirements and graduation requirements. In the early thirties when these minimum levels had been reached by the majority of higher institutions there began a movement, led by the North Central Association, away from the fixed and definite minimum standards of the nineteen twenties toward the objective of accrediting an institution in terms of its attainment of its purpose. This program in its operation became a program of accreditation in terms of means and norms rather than of minima. The North Central Association went extensively into the collection of data to serve as a basis for ranking institutions with respect to their relative standing on a number of separate criteria, a procedure very similar to that now followed by this Association's Commission on Secondary Schools. These data, studied with reference to an institution's announced objectives, provided a basis for a judgment on the success with which an institution was carrying out its objectives.

The obvious good sense of the North Central Association's plan had its effect on the criteria for accreditation established by other associations. This Association, the Southern Association and the Association of American Universities all revised their published

standards during the years 1935-40 to place greater emphasis on the functioning of institutions as a whole in the attainment of their purposes and less on compliance with fixed requirements. There were, of course, variations in practice as between accrediting agencies resulting in some agencies accrediting more types of institutions than did others, but the printed standards of all were essentially similar in intent and often in wording.

The standards under which your Commission now operates were adopted in their present form in 1941. They are standards which as already stated have emphasized the functioning of institutions as a whole and have made almost no mention of fixed requirements. In the judgment of your Commission they have been a clear and just statement of the principles which should govern the operation of any institution. They have had only one flaw. They have been unenforceable.

They have been unenforceable for a variety of reasons. One, of course, is the disruption brought by the war which has made any accrediting activity difficult. But even more important than any specific disruption has been a whole complex of reasons centering on the fact that general principles require specific enforcement. This meant that compliance with standard number one or two or three could not reasonably be asked without producing the criterion of compliance. The criterion could not be produced without normative data regarding practice in the area covered by the standard, the data could not be produced without a data gathering organization and so on. It all boiled down to the fact that the standards could not be enforced except by an extensive program of data gathering and visitation touching all institutions. Unfortunately, your Commission has had neither funds nor personnel to undertake such a program. As a result it has been forced to give a disproportionate share of attention to that group of institutions best described as marginal. These are the institutions which by reason of deficiencies in either finance or administration have had noticeable and in some cases continuing difficulties in meeting the goals they have set for themselves. These difficulties have taken positive form in inadequate training of faculty, low faculty salaries, poor equipment, starved libraries, low entrance requirements, high student mortality and rapid staff turnover.

As a result of this uneven concentration of effort your commission has been unable to evolve from its present standards any statement of norms or any compilation of best educational practice which it can publish for general distribution. It is to remedy this inability to make available the results of twenty-five years of experience in accrediting that your commission presents to you a pro-

gram calling for radical changes in the accrediting procedure. This program consists of three distinct proposals and a revised scale of costs.

The first proposal is a plan for visitation which will cover the entire higher institutional membership of the Association every twelve years. This will call for between fifteen and twenty visitations a year on a regular schedule drawn up by the commission and made known to institutions well in advance of visits. Early emphasis will be laid on visits to the larger institutions. The purpose of these visitations will be to examine institutional practices. It is planned that inspection reports will be available to institutions.

The second proposal is to use the data gathered by inspections as a basis for establishing criteria, restating principles and standards and, as rapidly as possible, for the preparation of pamphlets, each treating one defined field of higher education in terms of current practices, recent developments, and problems for study, with an annotated bibliography for the benefit of the studious.

The third proposal is to use the visitation committees and the accumulation of data as an opportunity for bringing to a number of staff and faculty members drawn from institutional membership the experience of serving on a visitation committee and of participating in the appraisal of an institution other than its own. It is planned that the visitation committees will be formed by designating one commission member as chairman of the committee and empowering him to select as his assistants specialists drawn from the membership of the Association. These specialists will work under the direction of their chairman in the preparation of the report, but the actual preparation and presentation of the report will be a duty for the chairman. Their number will vary with the size and complexity of the institutions to be visited, but will be no smaller than two. They will receive no specific honoraria but their expenses will be paid. It is hoped that they will find the experience of visitation to be an honorarium and that some at least may find the work so interesting as to bring them to active membership on the Commission.

It is further hoped that one of the chief benefits of the program may be the interchange of knowledge and experiences between institutional administrators coming as a result of these visits. Naturally, too, it is hoped that the results of careful, comprehensive examination will be of service to the entire institutional membership. There are, for example, many splendid institutions within the Association that are by reason of isolation and self content, failing to do the work of which they are capable. Certainly an examination would be genuinely serviceable to such institutions.

Naturally there is widespread interest in the cost of so ambitious seeming a program. It is believed that this can be kept relatively low. An institution will have two main items in its costs, as follows:

1. The expenses of the visiting committee, ordinarily calculated to be not over \$100.00, but of course considerably larger for those institutions requiring ten to fifteen man-days to complete a visit. Such expenses might run up to \$300.00.

2. An inspection fee of \$125.00.

With the foregoing as a lengthy preamble, the Secretary of the Commission on Institutions of Higher Education brings to you a recommendation from the commission which if adopted means that each higher institution within the Association will be visited at least once every twelve years by a committee representing the Commission on Institutions of Higher Education. The visitation will cost from \$200.00 to \$500.00, for fees and expenses depending on size, complexity and location of the institution. In return for its expenditure each institution will have available to it a thorough inspection report and the privilege of sending its staff members to other institutions as visitation committee members.

In conclusion, I present to the Association a report of the actions taken by the Commission on Institutions of Higher Education at its meetings in April and November 1946.

Four institutions were added to the approved list, as follows

Beaver College, Jenkintown, Pa.

University of Puerto Rico, Rio Pedras, P. R.

Cooper Union, New York City.

State Teachers College, West Chester, Pa.

In addition to the institutions approved, four other institutions were considered for accreditation. Of these three were declined and one laid on the table. Eight institutions were reviewed. Seven were continued on the list and one was ordered to show cause why it should not be dropped.

With the latest additions the list now includes

133 Universities, colleges, and engineering schools.

17 Junior colleges.

11 Teachers colleges.

PRESIDENT WALTON: The consideration of this report will be taken up now in three phases. The first will be a general discussion, second, action upon its financial proposals, and if those are passed, action upon its general proposals; that is, the plan of visitation. Questions to Mr. Bowles are now in order.

A MEMBER: Mr. Secretary, Do I understand that each visiting committee will have as its chairman a member of the Commission?

SECRETARY BOWLES: That is correct.

A MEMBER: Is there a proposal to imitate the cooperative study of secondary education by allowing the colleges and universities to do a self-evaluation before they are visited?

SECRETARY BOWLES: That opportunity is always open. We should hope that it would be done. That is one of the reasons for making available an inspection schedule well in advance.

A MEMBER: Will representatives of the secondary schools be included on the visiting committees?

SECRETARY BOWLES: Yes. The Commission now includes representatives of the secondary schools and it has been such a happy relationship that we will endeavor to perpetuate it.

A MEMBER: Is the plan for visitation sufficiently definite so that we can know how many men will be needed on a visiting committee?

SECRETARY BOWLES: No decision has been reached on that point. I would hesitate to decide it until we have had some experience. The Commission has in mind several pilot studies for consideration at its spring meeting. They would include different types of institutions, one of the largest universities, some smaller colleges, and perhaps some institutions of middle size.

A MEMBER: Is there a procedure in view for the selection of visiting committees?

SECRETARY BOWLES: Not except in the discussion stage at Commission meetings. The discussion has progressed to the point of a suggestion that the Chairman of the Commission should communicate with the presidents of institutions in the Association and ask for nominations of men who might serve.

A MEMBER: May we have a restatement of the financial proposals?

SECRETARY BOWLES: The proposal is essentially that there be an inspection fee of \$125.00 to cover overhead costs, and that the expenses of the members of the visitation committee be paid. The size of the visitation committee will vary from two to a limit of eight or ten, even for the largest institutions, and probably five for all except a few institutions in the Association. The estimate is that inspection expenses would not exceed five hundred dollars, except for the very largest institutions. That amount would be chargeable about once every twelve years.

A MEMBER: I should like to move that the Association unanimously adopt these proposals as recommended by the Commission on Institutions of Higher Education. I make that recommenda-

tion because I feel that it would be of the greatest importance to take this step at this time.

(The motion was properly seconded and adopted by unanimous vote.)

A MEMBER: I do not want to talk in any way against the adoption of this report, but I am afraid that if this Association is going to inspect its one hundred sixty members in a twelve-year period we are tying the hands of the Commission when we say that the chairman of each visitation committee must be a member of the Commission. If it is in order I should like to move that their hands be not tied.

PRESIDENT WALTON: The motion certainly is in order, the point being that the Commission should not be held to selecting the chairman of the visiting committees from its own membership.

SECRETARY BOWLES: The Commission would gladly accept such a motion.

(The motion, having been made and properly seconded, was adopted by unanimous vote.)

EXPANDING THE WORK OF THE COMMISSION ON SECONDARY SCHOOLS

E. D. GRIZZELL, *Chairman*

At the end of 20 years of steady growth, struggling through long periods of depression and war, the Commission on Secondary Schools is now ready to begin an expanded program of service to member schools. The experience of the past 20 years has convinced the Commission that a program of cooperative service shared by all the schools concerned is essential to the development of a program of education in a democratic society.

The first standards for secondary schools were approved by this Association in 1921 and the first *List of Accredited Secondary Schools* was published in 1928 and contained the names of 410 schools. The growth of the List continued through the decade of the 1930's and increased more rapidly from 1941 to 1946 until it now contains 740 schools. This rapid growth of the last 5 years was due mainly to the interest aroused by the experimental use of the *Evaluative Criteria*. The adoption of the new procedures for the evaluation of schools in 1945 was the first step in the development of a definite program of service to member schools.

During the past year the Commission has been engaged in planning for the future. The plans include three major considerations:

- (1) The formulation of new standards for secondary schools;
- (2) The reorganization of the central office with adequate staff and facilities;
- (3) The development of the scope and character of the service program.

The new standards were prepared in tentative form by a special committee consisting of J. Carey Taylor, Chairman, Charles H. Breed, and Ira R. Kraybill. The Commission has approved the committee report and unanimously recommends the new standards to the Association. These standards are different from those adopted a quarter of a century ago. They are ideals toward which schools may strive in the improvement of their practices. They are general in character and their implementation can be appraised by means of the new evaluation procedures that have been adopted. They are not restrictive; they are designed to stimulate schools to self improvement. They are designed to place upon the school the prime responsibility for initiating improvements. Through the use of the instrument of evaluation the Commission will perform its function of stimulating each school to continue to become a better school.

The organization for promoting the new program is administered through the office of the Commission. This office has no dictatorial powers; it is a coordinating agency for a region-wide system of cooperative agencies consisting of state advisory committees and evaluating committees. Each year more than one thousand competent educators will participate in the conduct of the program. The central office is now staffed to serve also as a service agency for processing the evaluation reports and for analyzing and interpreting them to the schools concerned. It will continue to organize and present data needed in preparing the *List of Accredited Secondary Schools* and to study special problems of concern to the Commission.

The details of the new program are continuously evolving. In the main, it is a program of service to secondary schools. The accredited list is a by-product but nonetheless an important one. The competence of the accredited school is determined by the process of evaluation in terms of standards or ideals. But since a good secondary school is a continuously improving school, the Commission is convinced that it should devote its major effort to the stimulation of continuous school improvement. The evaluation program is basic to any sound program of improvement. This program has already produced a number of important results that are of great value to both secondary schools and higher institutions. Time will permit only passing reference to them by way of enumeration as follows:

- (1) Self evaluation participated in by all members of the school staff is a valuable professional experience;
- (2) Service on evaluating committees by secondary school and college staff members has great significance in the improvement of school and college relations as well as in providing in-service education opportunities;
- (3) The evaluation program provides a means for rendering service to state and local educational authorities which should aid greatly in the development of better public relations;
- (4) The program provides a means of disseminating knowledge of better practices from school to school and from state to state within the regional area;
- (5) *The Evaluative Criteria*, having been derived from more than 2,000 research and consultative committee reports on various aspects of secondary education may serve to focus upon current practice the essence of the best theory and practice and thereby reveal more clearly the strengths and weaknesses of a particular school.

This is the promise of the Commission on Secondary Schools of a service program which it hopes to develop and maintain. It is a prospect which every good secondary school should welcome. It is challenging and at the same time attainable. This Association can render a truly great service to secondary schools and to higher institutions as well by making appropriate provision for the support of the program.

Mr. Chairman, the other speakers will appear in the order in which they are listed on the program and will tell the Association something of their experience in public and private schools, and what this program means. Before they appear, however, I think that the Executive Secretary, Dr. Ira R. Kraybill should present the general report as a background to what they have to say.

REPORT OF THE COMMISSION ON SECONDARY SCHOOLS

IRA R. KRAYBILL, *Executive Secretary*

The statistical report of the work of the Commission will be submitted to the secretary of the Association for publication in the Annual Proceedings. One or two matters might be mentioned here. Table I shows that there are now seven hundred forty schools on our list. Twenty-four new schools were considered, of which seventeen were accredited and seven were not accredited. Of the one hundred ninety-four old schools which were considered, one hundred ninety-three were accredited, and one old school was dropped. The total number of schools considered, therefore, was two hundred eighteen, of which two hundred ten were accredited. Table II shows the new schools which were accredited in November 1946. Table III shows the growth in the accredited list from 1942 to 1947. The list, in these five years, has increased from seven hundred nine to seven hundred forty. In Table IV, we find that four hundred thirty-eight schools already on the list have been evaluated and that one hundred seven new schools have been evaluated, which makes a total of five hundred forty-five. There remain approximately two hundred twenty schools now on the list which have not yet been evaluated by Cooperative Study procedures.

In 1945, the Commission adopted a resolution that all schools now on the list, which have not yet been evaluated, be required to do so by 1950. At its last meeting, the Commission urged that schools not yet evaluated do not postpone this matter until the last possible moment.

Thus far, seventy-five applications for evaluation in 1946-47 have been received. Of these, fifty-two are old schools and twenty-three are new. These figures are subject to change by additions and by postponements.

During the year, a subcommittee of the Commission worked on a revision of Standards, a copy of which is in your hands. The members of this committee were Drs. Taylor, Breed, and Kraybill.

This year, for the first time, a general request was made that progress reports be submitted in the form of self-evaluations in special areas of the Evaluative Criteria. While our experience has not been conclusive, it seems to have been successful enough to continue this practice.

One of the reasons advanced for the employment of a fulltime Executive Secretary was the request from the field for follow-up visits after committee reports have been sent to the school. Owing

to inadequate help earlier in the year, it was not possible to complete the processing of the reports in the office in time for all of these visits. Some visits were made in the spring, a few during the summer, and a number this fall. Thus far, thirty visits have been made. The speaker is in no position to say finally whether such visits are helpful or not, but he has gained the impression from his contacts with various schools that they have been helpful. These visits, of course, are not made for the purpose of inspecting schools again. They are made to answer questions which may have arisen from the committee report, and to offer help for carrying out the recommendations made by the committee.

The permanent office staff now consists of the Executive Secretary, and Mrs. Wilhelmina J. Paul, who has been with the Commission for a number of years, and two clerks. It is hoped that, with this additional help, all committee reports to the schools may be processed within two weeks of the time that they are received in the office of the Commission from the chairman of the visiting committee. It is reasonable to believe that the average time for processing these reports will not need to be more than two weeks.

Those of you who have visited the office of the Commission may inquire what huge shoehorn was used to crowd additional workers into our restricted space. We may say that we have been working under considerable handicaps. We should hasten to add, however, that the prospects are bright for new and ample quarters within the next few months. We hope to justify this added personnel and office space by more prompt and efficient service.

No report of this year's work would be adequate which did not stress its truly cooperative nature. Public, private and religious schools, as well as colleges and state departments of education have worked together toward a common goal. Fifty-nine chairmen wrote reports. A total of seven hundred eighty-two persons served on visiting committees. The by-products of our cooperative enterprise are by no means its least important feature.

Only those of you who have been closely connected with the work of the Commission will realize its loss in the passing of Dr. Walter J. O'Connor, Registrar of Georgetown University. For seventeen years, Dr. O'Connor served on the Commission. He brought to its deliberations a fine mind, a discriminating judgment, and a generous spirit. The Commission misses his wise counsel.

For many years, the Commission has had the services of Dr. Charles H. Breed, Headmaster of the Blair Academy. Dr. Breed's retirement as headmaster terminates his service with the Commission. He gave many years of devoted service, and his loss as a member of the Commission is keenly felt.

The most serious loss, however, will be the retirement of Dr. Grizzell as Chairman of the Commission. For twenty years, I have worked with Dr. Grizzell and the Commission, first at long range and more recently quite intimately and frequently. During these twenty years, Dr. Grizzell has been the foremost leader in the improvement of secondary schools in the Middle States. His sane leadership has guided the work of the Commission in its years of organization and development. All friends of secondary education will be glad to know that we are to continue to have his friendly interest and his wise counsel.

TABLE I
ANALYSIS OF ACCREDITED SECONDARY SCHOOLS,
JANUARY 1, 1947

	New Schools Considered	New Schools Accredited	New Schools Not Accredited	Old Schools Considered	Old Schools Accredited	Old Schools Dropped	Total Considered	Total Accredited	Old Schools Not Considered (Basic List)	Total Schools Accredited on List of Jan. 1, 1947 (20th List)
Delaware	2	1	1	8	8	—	10	9	25	26
District of Columbia	—	—	—	12	11	1	12	11	21	30
Maryland	1	1	—	15	15	—	16	16	31	48
New Jersey	6	6	—	48	48	—	54	54	124	181
New York	3	2	1	34	34	—	37	36	116	154
Panama Canal Zone	—	—	—	—	—	—	—	—	2	2
Pennsylvania	12	8	4	76	76	—	88	84	204	298
Europe	—	—	—	1	1	—	1	1	—	1
Total	24	18	6	194	193	1	218	211	513	740

TABLE II

NEW SCHOOLS ACCREDITED NOVEMBER 1946

DELAWARE		C. W. Cummings
Henry C. Conrad High School	Woodcrest Wilmington 177	
MARYLAND		
Saint Paul's School for Boys	2101 Rogers Ave. Baltimore 9	S. Atherton Middleton
NEW JERSEY		
Camden Public High School: Woodrow Wilson Senior High School	3100 Federal St., Camden Garfield, N. J.	Everett B. Townsend, Ed.D. Austin Travers
Garfield High School	Montclair	Mrs. Helen Burr Mason
Kimberley School for Girls	Little Falls	Edward T. Schmeider
Passaic Valley High School	Lindenwold	Joseph D. Moore
Lower Camden County Regional High School	Verona	William H. Sampson
NEW YORK		
Rochester Public High School: Edison Technical and Ind. H. S.	725 Clifford Ave. Rochester 5, N. Y.	Howard S. Bennett
Suffern School of the Holy Child	Lafayette Ave. Suffern	Mother Mary Ursula, S.H.
PENNSYLVANIA		
Bethlehem-Liberty Senior H. S.	Bethlehem	H. Frank Hare
East Donegal Twp. High School	Maytown	J. Wade Bingeman
Lewisburg High School	Lewisburg	Herbert E. Stover
Phila., Pub. High School: Phila., Standard Evening H. S.	Broad & Green Sts. Phila. 45, Pa.	Charles H. Williams
Phila., Roman Cath. Dioc. H. S.	Lancaster Ave., Moylan	Sister Genevieve Mary, S.N.D. de N.
Notre Dame Cath. Girls H. S.	47th St. & Wyalusing Ave.	Rev. Jos. G. Cox
Saint Thomas More Cath. Boys H. S.	Phila.	Harold O. Speidel
Pine Grove Junior Sr. H. S.	Pine Grove	Nelson H. Boyd
Punxsutawney Jr. Sr. H. S.	Punxsutawney	

TABLE III

THE ACCREDITED LIST 1942-47

	1942	1943	1944	1945	1946	1947
Delaware	25	25	25	25	25	26
District of Columbia	31	31	30	30	31	30
Maryland	48	48	48	48	47	48
New Jersey	164	167	169	170	173	181
New York	161	160	152	149	154	154
Panama Canal Zone	2	2	2	2	2	2
Pennsylvania	277	283	285	290	290	298
Europe	1	1	1	1	1	1
Total	709	717	712	715	723	740

TABLE IV
EVALUATION OF SCHOOLS, JANUARY 1, 1947

	1939-40—Old	1939-40—New	1940-41—Old	1940-41—New	1941-42—Old	1941-42—New	1942-43—Old	1942-43—New	1943-44—Old	1943-44—New	1944-45—Old	1944-45—New	1945-46—Old	1945-46—New	July 1-Dec. 1, 1946—Old	July 1-Dec. 1, 1946—New	Total—Old	Total—New	Grand Total	Old Schools to be Evaluated
Delaware	4	1	3	0	2	0	1	1	1	0	4	—	0	2	2	0	17	4	21	8
District of Columbia	2	1	4	0	5	1	3	0	4	0	6	—	2	0	0	0	25	2	27	7
Maryland	4	2	3	1	1	1	4	0	0	0	4	—	4	1	0	0	20	5	25	11
New Jersey	8	—	19	2	29	4	19	2	15	4	22	7	16	3	5	0	132	20	152	33
New York	1	3	13	3	17	4	14	0	10	4	12	4	7	3	2	2	74	21	95	65
Panama Canal Zone	—	—	—	—	—	—	—	—	—	—	—	—	—	2	—	—	2	—	2	0
Pennsylvania	12	8	44	13	33	7	29	4	15	7	24	3	11	12	4	5	168	55	223	95
Europe	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	1
Total	31	15	86	19	87	17	70	7	45	15	74	14	38	21	13	7	438	107	545	220

A MINUTE IN APPRECIATION OF WALTER J. O'CONNOR

For a period of seventeen years, Dr. Walter J. O'Connor was a valuable member of the Commission on Secondary Schools of the Middle States Association. Throughout that period, he never missed a meeting of the Commission. He displayed an unusual insight into the problems of appraisal and accreditation. The members of the Commission on Secondary Schools will miss Dr. O'Connor, not only because of his devotion to the work of the Commission but also because of his genial personality and broad, human genius.

He will be missed by his many friends who attended the annual meetings of the Middle States Association. It will not be easy to find a successor who will perform so efficiently the services he has been rendering so long to the Association.

On motion of the Executive Committee of the Middle States Association, this minute was adopted and a copy was ordered to be sent to his family.

E. D. Grizzell
Ira R. Kraybill

DR. GRIZZELL: We will now have two illustrations of the results of these programs. We do not know what these speakers are going to say. We have asked them to come and "speak their piece." Dr. Angela Broening of the Baltimore School System will tell us of her experiences in the Forest Park High School.

DR. BROENING: Dr. Grizzell said he does not know what we are going to say. I am not sure we do either, if the other speakers feel as I do.

I had great ideas as to what I would say. I came with a lot of proposals, Dr. Grizzell, of things that will need money. I had read on the program the theme: "Expanding the Service," and I have thought of a lot of things that you could do for us that would cost money. Perhaps there will be time to give attention to at least a few of these things.

When I asked myself why I might deserve this opportunity of participating in this meeting, I decided I was here because I came from a Baltimore high school which has a principal, Mr. Wendell E. Dunn, who had such an intelligent understanding of the possibilities of self-evaluation that he made it a great experience for our faculty.

Perhaps, the second qualification for my presence today is that we have in our school system in Baltimore a Board of Superintendents who believe in the democratic process as a means to growth, when there is intelligent leadership to guide it.

Acquaintances of mine in other cities and in other states (but not, of course in the Middle Atlantic States) say "the process of self-evaluation is a disagreeable, disconcerting, and disquieting experience; exhausting and exasperating without profit to anybody concerned." We had heard such rumors at the Forest Park High School, but because of the able leadership of Mr. Dunn and the calibre of our faculty, we have no faith in such rumors. Instead, we made self-evaluation a grand experience, a kind of seminar in educational philosophy, in extra-curricular activities, in library service, in guidance, in evaluation of the school plant, in a study of the school administration, in an appraisal of instruction and supervision.

We spent four months in 1941, anticipating a visiting committee coming to us in April, 1942. Pearl Harbor interrupted that. We disbanded as formal committees, but kept on working; and in 1945 and 1946, we spent eight months meeting twice a week, sometimes four times a week, sometimes five times a week, before and after school, as well as during school.

What cost us time was getting to know intimately all the important things that come into an intelligent and thorough self-evaluation of a school.

Mr. Dunn organized our committees so that every department was represented on each. Committee membership overlapped in such a way that every teacher in the school found out all there was to know about every phase of secondary education in our school.

Such planning takes not only good organization, but also time. It would have been exceedingly helpful if we had had more clerical aid and a less heavy teaching load while we were engaged in this cooperative study. To increase clerical help and to reduce teaching loads while a school is making a thorough self-evaluation will require additional money.

Even under the limitations of our budget, we secured through the stenographic ability of our faculty, verbatim reports of all our conferences during the study. We kept detailed records of everything we thought, said, and did in connection with our self-evaluation.

What did it profit us as teachers to go through this experience? I think it was the unanimous decision of the entire faculty that self-evaluation was the most rewarding experience that any of us had had in the science or art of education.

I might say that of our faculty, more than twenty-six per cent have advanced degrees. There are Ph.D's in the faculty, too, and there is no one on the staff who has not done work beyond a bachelor's degree. In this faculty, are people who have engaged in every kind

of out-of-school activity, from driving a truck to being a director of a professional theatre; actors, writers, consultants on courses of study, and so on. It was a very interesting, varied group, all too modest, until we got the M blanks to share our autobiographies.

When we discovered through the use of the M blank that we were not only distinguished ourselves but that we had distinguished colleagues, we were elated; and we worked very hard, because we had found we were such good people.

When we observed each other in our school visits, in our visitations in departments, we pretended we were a visiting committee, because we did not know if peace would come in time for us to benefit from our continued self-evaluation. We pretended there would never be any visitors from the Commission to come to Forest Park. We made our own committees for inter-departmental visitations. We analyzed what we saw. We made a list of teachers' apparent purposes and of all of the things that were going on in classrooms contributory to the pupils' and the teachers' goals.

We examined test data, we looked at various phases of our curricular work, we made special studies of the pupil's use of their leisure time, and throughout the collection and interpretation of data, we discovered that we had a very dynamic philosophy; we had a not too bad plant; we had an excellent staff, we had a curriculum that could be somewhat changed with profit to the pupil population, and we did not wait for visitors to tell us what to do.

We asked our Assistant Superintendent, Dr. J. Carey Taylor, and he allowed us to make certain changes in our curriculum before we were ever visited. That is the kind of thing we had during the eight months in 1945-46, and in the four months in 1941-42.

I should like to say to Dr. Grizzell and to the others in this audience that I think there is nothing like the benefit that comes from such a study. We compiled our material in two volumes, and we had a room-full of exhibits of the actual studies that had been going on for the twenty-one years during which the school has been in existence. Every teacher on the faculty knew all there was to know about every phase of the evaluation.

We discovered that there were certain things we could do through inter-departmental cooperation that we had not gotten around to. These we launched at once.

As a follow-up of the review in April, 1946, by a visiting committee, our faculty meetings this year (1946-47) are being devoted to the development of a **PLAN OF IMPROVEMENT AND ACTION** growing out of the cooperative study of the school. We have had visitors. They gave us an intelligent appraisal. Perhaps a school

never tells how it has been rated, but if it says it was satisfied with its rating, an audience will guess that the rating was high even though the visitors made one or two mistakes.

Perhaps we made a few mistakes ourselves, but I doubt that we could have made many, for we utilized all accumulated evidence and collected supplementary on-the-spot data to support every plus or dash we put beside any criteria and to substantiate the evaluations we assigned. We ourselves made a *twelve-months'* study, and our visitors spent but three days and two nights with us and our evidence.

There is a tremendous responsibility placed upon any visiting committee even when they are *fully trained in the use of the evaluative criteria*, even when they are respected scholars in their fields, even when they are cultivated persons with true educational perspective. They need to be people, trained in the technique of observation; trained in the technique of reading educational data; trained in the technique of interviewing, and with the kind of ability to say what has to be said objectively but without offense. And sometimes it takes a little longer than half a minute to get that kind of information across to a local school.

I would beg you then, in expanding the program, to extend your training of visitors before you let them "loose." I would beg you to spend more money, and give them more time for their visits. I would beg you to spend more money to give schools the help to do the things that we did at Forest Park, with less strain on the faculty.

There were many times when Mr. Dunn and I, between us, injected several vitamin B's. We really had football rallies, educationally speaking, to keep the self-evaluation going in the way we kept it going. Even with our faculty, it was not easy. They were still teaching while this cooperative study was being made.

We should like to say that instead of having the outside visitors every five years, we should like to have a continuous contact with the Commission, through which we could have such intelligent visiting as the Executive Secretary has spoken of, through which we could have regional conferences for sharing experiences with other evaluated schools. In addition, the central office of every school system should see to it that, in the budget for the school system for that ensuing year or the next year, money is appropriated to put into actual practice the changes that cost money. I refer, of course, to those changes which the school itself and the reviewing committee decide would improve secondary education.

Of course, at Forest Park, we have gone as far as we can on our own resources. Somebody will have to spend some money if we are to go further. In ten years, not five, there may be enough change

in the pupil population, school, community, and faculty to warrant another study as thorough as that we made in 1945-46.

I thank you for this opportunity, because as a sincere teacher, who believes in the best kind of education for everybody who comes to school, who likes to think that we have an art and science in education, I do not know anything that has been more challenging in my years of service to the schools than the opportunity to participate in the self-evaluation of the Forest Park High School of Baltimore.

DR. GRIZZELL: I told you we did not know what Miss Broening was going to say. We will now have a report from one of our well-known independent schools. We do not know what Mr. Wendell is going to say. Mr. Wendell will tell us what has happened at the Hill School.

MR. WENDELL: One of the most stimulating experiences any school can have is participation in the evaluating program conducted under the auspices of this Association. This searching inquiry of the basic aims of the school, the teaching, the all round effectiveness of a school faculty, administration and the multiple parts that go to make up a school brings out the strengths and weaknesses of both the individual and the school.

Those of us who have embarked on such a survey, see, perhaps, for the first time some of the inadequacies of the aims of our schools oftentimes stated in our catalogues in a perfunctory manner, something to be included, but rarely ever analyzed in specific terms of what we are actually giving our boys and whether or not these aims are really being carried out effectively.

The tremendous amount of time spent on the development of a statement of sound philosophy of education which this survey demands is, in the opinion of those of us who have participated in this evaluation program, one of the most valuable and stimulating experiences which we got out of our survey.

We think of a school curriculum as the sum total of the experience a boy has in his school life. In surveys, which we in the schools make from time to time on our own initiative, we are apt to take small segments for investigation in keeping with some specific improvement which it seems desirable to make.

The surveys conducted by this Association take in every phase of school life and administration, good and bad. It leaves little to individual choice. The scope of this survey requires the formation of many committees which can be made to include every member of the faculty. Any school making this survey, to be thorough, must give to it, in preparation for the visiting committee, almost a year. The questions asked of the institution and the individual are searching

and require real thought and some modesty in answering. The ratings which the instructors may give themselves, rate from a low 1 to a top 5. Most of us give the Evaluating Committee a chance to up our own ratings, but in our survey we had one master who modestly rated himself 5 in every phase of questionnaire and the chairman of our visiting committee said — we gave it to him!

What are some of the important and valuable features of this evaluation and survey.

In the first place the self-examination and evaluation required is not in terms of the school but in terms of an outside agency. Secondly, this survey brings to the consciousness of one type of school whether it be public, parochial or private, the educational approach and educational problems of those types other than its own.

As I have previously said, one of those most important requirements is the statement of the school's philosophy or aims. By allowing the school to state its own philosophy the school has the opportunity to see in a clear light just where it stands in relation to the aims of all good secondary education.

The reduction of the final report to visual terms as represented in the vivid thermometer charts not only gives a clear picture to the evaluated school of its own strengths and weaknesses in any particular branch which has been subject to intensive scrutiny, but also just where it stands in relation to the several hundred other schools which have been evaluated.

I think that the work of the Association might be carried somewhat further in breaking down the charts of the schools evaluated into the groups into which they belong. Let us say, that if The Hill School falls in a private school group, as it does, whose enrollments are between 400-500, and there are 20 or more schools of similar standard and size in that group, these schools might be labelled A. B. C. D. etc., to preserve their identity. Then, each school would have an opportunity to examine its strengths and weaknesses in relation to those of the other schools evaluated. By these additional graphs, a school could benefit in viewing the work of other schools where outstanding quality was noted in certain measured areas which might suggest inspection by other schools whose surveys showed need of improvement in those same fields.

By adopting this additional technique, the best of every school might be placed at the disposal of all schools in the Association with material benefit to the progress of secondary education in its entirety whether it referred to any specific group surveyed, public, parochial, or independent.

In closing let me again say how enthusiastically we endorse the evaluation program of the committee, an endorsement which is shared by other schools who have had the benefit and stimulation of these surveys.

DR. GRIZZELL: There was one other item which we had intended to include in this program. The time is getting short so we shall not ask Dr. J. Carey Taylor, Assistant Superintendent of Secondary Education in Baltimore, to discuss the proposed standards for secondary schools at this time. They will be presented for action at the beginning of this afternoon's session. Copies of the report are available in the lobby and in presenting the matter at the beginning of the afternoon session we will assume that everyone has had the opportunity to read them.

PRESIDENT WALTON: Dr. Grizzell, we have all been your students. We have learned about our work from you. We thank you for all the help you have given to every one of us.

The fraternal delegate from the Southern Association of Colleges and Secondary Schools is Dr. Holland Holton, who serves the South and the nation as Head of the School of Education at Duke University, and who serves the Southern Association as Editor of the Southern Association Quarterly. Dr. Holton will speak on the subject "The Perennial Conflict Between the Subjective and Objective Methods of Appraisal."

DR. HOLTON: It is indeed a pleasure to be with you. You have had a full and fruitful meeting, and I shall have to be exceedingly brief. I shall not be so brief as to overlook stating the fact that we enjoyed very much having Dean Henry Grattan Doyle with us to bear your greetings to our deferred meeting in Memphis last April. We look forward to having Dr. Grizzell return once again as your delegate to our meeting ten days from now. I recall with a great deal of pleasure, that as a very young and inexperienced summer school director, before there was any Duke University, it was my honor to have as the first visiting member of the Trinity College (now, Duke University) Summer Session faculty in Education, Dr. Grizzell, back in 1920 and again in 1921. He has taught you. I gave him a chance to practice on the Trinity College and Duke University students; so you can see why he is as good a teacher as he has grown to be.

Addressing myself briefly to the topic listed for me ("The Perennial Conflict between Subjective and Objective Methods of Appraisal"), I admit that the suggested problem cannot be solved as easily as those that you have answered so well and assuredly this morning. But I want to point out in two or three minutes something that is rather obvious once you think of it, although perhaps you have

not thought of it in exactly this connection. We have in the past used and talked much about quantitative standards—so much minimum salary for a teacher in a high school, so much maximum teacher load, and so on—“the minimum standards of excellence,” as they were referred to in the report of your Commission on Higher Education.

We had to indulge in the application of these quantitative standards. We know, in all the Associations, that we had to do that thing in order to begin our quest to define “a good school”. Standards, if they were to be standards, had to be expressed in ABC terms. Then we began to wish for more qualitative standards that would characterize positively the good school instead of stating negatively certain bad characteristics the school had avoided. In the whole standardizing and accrediting movement we began to look for positive qualitative standards. The “Evaluative Criteria” were a manifestation of the desire to find such standards. But, after we began to apply the “criteria” in these various Associations, people began to say: “Your judgments are purely subjective. You have one committee and it rates this item thus, but another committee rates differently. Your temperature charts do not register uniformly. Too many individual judgments enter in. So in our Association—I cannot speak for yours—there began to be devices to get our committees and their judgments together a bit more than they had been.

Now, you have these rather remarkable restatements of standards that the Secondary Commission has already informally presented to you, and expects formally, I understand, to present later in this meeting. What I want to call your attention to is just this: We are doing in these Associations, in trying to state in general principles and apply by direct visitation instead of stating objectively and quantitatively, exactly what our Anglo-American civilization has been doing for a thousand years in the development of law.

English common law developed just that way. The king's judges took individual cases, made them general in their application, and through the development of principles, established precedents to be applied to specific cases. The English judges claimed to discover the law in studying specific cases, but what they really did was to make law through the principles they enunciated for specific cases. The precedents became the law. And then when the common law, after three or four hundred years, became a bit too quantitative and too rigid in its application, we developed the chancery courts, or courts of equity, which were created to revert to general principles of justice.

That is exactly what we are doing in these new standards you are adopting at this meeting. You are stating that a school shall pay its teachers an “adequate” salary, it shall have an “adequate” staff, it shall have “reasonable” loads for the teachers to teach. The law

of reason applies, and yet you and I know that when you begin to apply the law of reason, after you have applied it to one institution, the next time you sit down you will say, "Well, in such and such a case, this was reasonable and normal." By the time you have decided two cases, you have more precedent; and when you have three, four, five and six, you are going to have an increasing struggle to break away from the specific cases already settled, in order now and then to return to first principles.

But as long as we hold the principles foremost in our attention, we are going to do what our Anglo-American tradition has been doing. We are going to progress by means of considering principles and applying them to specific cases, as justly as we can. Popular sentiment sometimes demands the obvious (if superficial) justice of following precedents literally—and you will revert now and then to doing so; but when precedents become too rigid, there is again as time passes a surprising unanimity in the demand that they yield to underlying principles as expressed and administered by those in whom we have confidence.

PRESIDENT WALTON: It remains for us in this morning's session to consider the constitutional amendment proposed by the Executive Committee, sent out to all member institutions in due form and referred to in the Secretary's Report. The Treasurer of the Association, Mr. Burton P. Fowler, will first explain the reasons for the proposal, and the vote will then be taken under the direction of our Secretary, Dean Miller.

MR. FOWLER: I shall try to present a few figures which may tend to implement the general principles that have been presented by the representatives of the Commissions and by the Secretary. It will be in three parts. First, the usual financial report for the year which ended September 1st. Second, the current budget. Third, the budget we expect and want to have in 1947-48, if you approve the proposed constitutional amendment.

You will recall that our fiscal year was changed for practical considerations to begin September 1st instead of November 1st. The report of the Treasurer for 1945-46, therefore, covers only a ten-month period. It shows income from dues, college inspections, secondary school evaluations, and interest totalling \$12,381.85. The total expenditures amounted to \$12,289.62 (see Treasurer's Report on page 13). This means that the Treasurer's Report for 1945-46 shows a balance of \$92.23. If the fiscal year had been twelve months in length there would obviously have been a considerable deficit.

The budget for the present fiscal year, subject to the approval of the Executive Committee at its meeting this afternoon, shows expected income of \$14,750.00 and expenditures totalling \$18,686.66,

which will result in a deficit of \$3,936.66 for the year's operations. This deficit is chiefly the result of increased costs of operation, which are unavoidable, and is not the result of new projects or unnecessary expansion. During the years prior to 1940 a surplus of approximately \$7,500.00 had gradually accumulated in the treasury. Since 1940 there has been an annual deficit and the surplus has been reduced to about \$4,500.00 as of the close of the last fiscal year. With an expected deficit of almost \$4,000.00 in the current year, the surplus funds will have virtually disappeared and the Association, therefore, faces the alternative of providing additional income by approving the proposed constitutional amendment, or drastically restricting the present established activities of the Association and its Commissions.

If the scale of increased annual membership fees is approved, the proposed budget for the next fiscal year, 1947-48, projects income totalling \$23,700.00. Under the new budget, with increased appropriations for the Commission on Secondary Schools and the Commission on Institutions of Higher Education and with adequate provision for the conduct of the Secretary's and Treasurer's offices, the expenditures will total \$23,100.00, leaving an expected balance of \$600.00 for the use of special committees or other contingencies. The tentative budget for 1947-48 will enable the various agencies of the Association to function on a dignified and adequate plan for the first time since the Cooperative Study of Secondary School Standards was undertaken.

PRESIDENT WALTON: The vote upon the constitutional amendment is by institutions, and the Secretary, Dean Miller, will take charge.

SECRETARY MILLER: This is the second successive year in which the Association has voted on a constitutional amendment and we expect to follow the same plan as last year. The ballots are at the registration desk, which is outside of this meeting room, and there is also a ballot box. The balloting will close as of the beginning of the afternoon session and you have the time from the adjournment of this meeting until about two-thirty in which to cast your ballot. As President Walton has stated, the vote is by institutions and not by individuals. Therefore, where a number of representatives come from a given member institution only one of them will be expected to cast a ballot. The ballot reads as follows:

Article VII—Membership fees. To defray the expenses of the Association and services to member institutions there shall be a membership fee payable annually by each member institution. The membership fee for colleges and universities shall be \$40 per year, for junior colleges \$25 per year, for secondary schools \$15 per year, and for educational organizations and

associations \$10 per year. (In case a deficit should occur, it shall be provided for by special action of the executive committee.)

There is a place for a vote in favor of the proposal or a vote opposed to it and spaces for the signature of the delegate and the name of the institution represented.

(The amendment to the constitution was adopted by a vote of 147 member institutions in favor, 1 institution opposed. The affirmative vote included 52 colleges and universities, 3 teachers colleges, 5 junior colleges, and 87 secondary schools. The negative vote was cast by the representative of a junior college. The new scale of annual membership fees, therefore, becomes effective at the beginning of the next fiscal year on September 1st, 1947.)

PRESIDENT WALTON: The Chairman will call upon the Nominating Committee, of which Dean Henry Grattan Doyle is chairman, to bring forward its report as the last item for consideration at the morning session.

DEAN DOYLE: We anticipated the shortage of time which now confronts us and the complete report of the Nominating Committee has been mimeographed and copies distributed. Unless there is a request that I read all of the nominations, I would suggest that this submission be considered as sufficient. The members of the Nominating Committee wish to express their sorrow in the passing of Dean Linda Kincannon of Finch Junior College, who was a member of the Committee and who received the call that we all must answer in the midst of our deliberations.

I should also like to remark that, with all respect to those who are to carry on the work of the Association during the coming year, the most intelligent thing the Committee has done has been to suggest the election of Charles H. Breed and William E. Weld as Honorary Members of the Association and of the retiring Chairman of the two Commissions as Honorary Members of those Commissions. Mr. Chairman, I move the adoption of the report of the Nominating Committee.

(The motion was seconded without further nominations and was adopted by unanimous vote. The report of the Nominating Committee is incorporated in the listing of officers, commissions, and committees elsewhere in this publication.)

**AFTERNOON SESSION
FRIDAY, NOVEMBER 29, 1946**

PRESIDENT WALTON: Members of the Association, we will revert to the report of the Commission on Secondary Schools and consider the proposed standards which are to be presented to us by a member of the Commission, Dr. J. Carey Taylor of the Baltimore Public Schools, and then to be voted upon as the policy of the Association.

DR. TAYLOR: Before presenting the standards I wish to make three comments. First, the Commission believes that they are sound, that they are attainable, and that they represent the minimum standards that a principal should strive to attain if he wishes to have a good school.

In the second place, they are not the work of a small committee. These standards have been rewritten several times and each draft was submitted to a number of principals, headmasters, and representatives of higher institutions for their criticisms and suggestions.

Third, you will note that there are nine standards which fall within seven educational areas. I shall now present the standards for your consideration.

PROPOSED STANDARDS FOR SECONDARY SCHOOLS**I. The School's Philosophy**

Standard One It is essential for each secondary school to have a carefully formulated educational philosophy. This philosophy should be concerned with the full development of human personality in harmony with the spirit and principles of American Democracy. Within the limits of this ideal, each school should be free to determine its own philosophy. This philosophy should be made explicit in a statement of definite objectives, determined by the needs and demands of youth and community.

II. The Educational Program**A. Program of Studies**

Standard Two Each school should offer a carefully planned program of studies, consistent with its stated philosophy and objectives. This program should provide for the experiences necessary to the development of the whole personality of each individual. The planning of this program should be a continuous cooperative enterprise of all staff members guided by competent leadership. Use should be made of all available resources, including the advice of professional and other agencies. The program should be designed to suggest appropriate objectives, means of attainment, and methods of appraisal.

B. Pupil Activity Program

Standard Three Each school should provide an activity program which will encourage pupil participation in contemporary life experiences, within and without the school, so that desirable social traits and behavior patterns may be developed. Pupils should share increasingly in responsibility for the selection, organization and appraisal of the activity program and its outcomes. Abundant opportunity should be provided for exercising and appraising leadership, and for discovering, and cultivating interests and developing latent talents. Continued efforts should be made to coordinate the pupil activity program with the other phases of the educational program.

C. Guidance Service

Standard Four Each school should have an organized and coordinated guidance service to aid pupils in meeting educational, vocational, health, moral, social, civic and personal problems. While such a program should provide the services of qualified counselors, each staff member should share the responsibility for both formal and informal guidance.

III. The Library

Standard Five Each school should have a library which is the center for resource material for every aspect of the school program. There should be a professionally competent staff, and an adequate collection of books, periodicals, auditory and visual aids, and other resource material. These facilities should be effectively used in the functioning of the educational program.

IV. The School Staff

Standard Six Each school should have a professional staff, well qualified in health, personality and character, and competent in various fields of educational and related services. Staff members should have a sympathetic understanding of youth and a desire to continue professional growth. The staff should be adequate in number and adequately paid. It should be a cooperating group motivated by common ideals, working together to attain the objectives of the school. In addition, each school should have a suitable number of employees for non-professional services.

V. School Plant

Standard Seven The school plant should be in harmony with the philosophy of the school and be suited to the attainment of its objectives. It should include ample and attractive grounds and be pleasing in design. It should assure the health and safety of its occupants, and be economical in operation and maintenance.

VI. Administration

Standard Eight The principal or headmaster, although accountable to higher authorities, should be the responsible head and professional leader of the school in every respect. He should interpret to his board of control and to his constituency the place of the school in the life of the community. The board of control should be responsible for the determination of policy and for the approval of appointments and expenditures. Under no circumstances should the board perform the functions of the educational administrator.

VII. School and Community Relations

Standard Nine School and community relations are of major importance in the development of a good secondary school. An appropriate program for promoting effective relations between school and the community should be maintained and constantly improved.

PRESIDENT WALTON: The proposed standards for the use of our Commission on Secondary Schools are now before you for action. Are there any questions or comments which should be heard before the matter comes to a vote?

A MEMBER: Could I ask for a little illumination of the last sentence in Standard 6?

DR. TAYLOR: "Each school should have a suitable number of employees for non-professional services." We are thinking of nurses and doctors and teachers as professional people, but of building employees and secretarial staff as the non-professional group. Someone has asked me when these standards will go into effect if approved.

DR. GRIZZELL: It is our understanding that they go into effect on the date of approval.

A MEMBER: In Standard 7 do the words "should include ample and attractive grounds and be pleasing in design" apply to city schools?

DR. TAYLOR: No one is going to be unreasonable about city schools or old school buildings. We know that these matters cannot be changed, but when people have it in their power to improve the school plant or when there is possibility of building a new school plant, this standard should certainly be recognized.

A MEMBER: Is there anything in the proposed standards which could be construed as requiring a compulsory program of pupil activities?

DR. TAYLOR: I do not think your Committee has in mind any particular kind of activities program, but it certainly wishes to make

clear its belief that pupil activities are extremely important. A good school needs a good activities program. It may be administered in different ways in different schools.

PRESIDENT WALTON: There have been instances in which the schools evaluated had some differences of opinion. Those schools have found that the office of the Commission has been willing to hear and give due weight to additional information which comes before it in that way. This is a cooperative enterprise. We are not creating an authority to stand apart from us. We have created an authority which we operate ourselves and we may very freely talk back to our own people if necessary.

A MEMBER: In Standard 1, I should like to have the word "community" defined in relation to a private school that draws most, if not all, of its students from a distance. Does the private school have a responsibility to the immediate community?

PRESIDENT WALTON: I have seen it work out this way: a private boarding school with pupils from other parts of the country recognizes a responsibility for certain activities in the region in which it is located, such as, for example, annual contributions to the voluntary fire company, and a great many other things. The question of community relationship is one which in practice the school may define just as it defines its own objectives as a basis for all of its work.

A MEMBER: Standard 3 states that "Abundant opportunity should be provided for exercising and appraising leadership." Is there sufficient opportunity for intelligent followership, or does that come as a natural result? Are we in danger of having too many leaders in our schools so that the student who is not a natural leader may be unhappy?

DR. TAYLOR: I do not think so. The Committee felt that it covered this point in Standard 3 when it spoke of opportunity for "discovering and cultivating interests and developing latent talents."

A MEMBER: Standard 4 states that "Each school should have an organized and coordinated guidance service to aid pupils in meeting educational, vocational, health, moral, social, civic, and personal problems." Does this leave anything for the parents to do at all? Are they supposed to do anything in the education of the child?

DR. TAYLOR: We would certainly not want to imply that this does not apply to parents. Many parents probably do a pretty good job, but certainly in public education many pupils come from homes in which they get no guidance of any kind. Where such guidance is not provided in the home it is certainly the duty of the school to step in and give it.

PRESIDENT WALTON: Dr. Grizzell, does the Commission move the adoption of these standards?

DR. GRIZZELL: I move the adoption of the Standards.

(the motion was properly seconded, put to the vote, and unanimously approved)

PRESIDENT WALTON: The motion is passed and the Standards are now in effect. They are not a prescription of what must be done in our schools when we get back to work this Monday morning, but are instead a definition of the direction in which we must be moving if we would retain our standing. We now have a more delicate and efficient instrument with which to present our case for educational progress to the administrative authorities with whom we have to deal.

We have asked three persons here to speak concerning "Education for Political and Social Responsibility." We have asked them because we know they have something important to say and because their experiences represent differences of background. In this session we will be listening to them and thinking about what they say. We will not open this subject to discussion from the floor.

The responsibility of the American high school will be presented by Dr. Galen Jones, who this morning was elected Vice-President of this Association for the coming year, who is known throughout this part of the world as an able and successful principal of public high schools, and who is now in the United States Office of Education as Director of the Division of Secondary Education.

The second speaker will be Dr. Horace Mann Bond. Since 1922 Lincoln University has been accredited and a member institution of this body. It is perhaps suitable to refer to a man now in his second year as president of that institution as the new President of Lincoln University. He will probably be the first to admit that he is still new and learns something new almost every day. He will speak on the topic of "Education for Political and Social Responsibility: Its Natural History in the American College."

The third speaker is the President of Wellesley College, Mildred McAfee Horton, who carries the theme forward with special reference to "Educated Women in the Modern World."

THE ROLE OF THE AMERICAN HIGH SCHOOL IN DEVELOPING SOCIAL RESPONSIBILITY

GALEN JONES, *Director, Division of Secondary Education,*
U. S. Office of Education

The subject of this afternoon's program and the title of this paper imply that it is a major function of the high school to develop a sense of social responsibility in American youth. With this implication, I am in full accord. In the analysis which I choose to present, consideration is given to three related aspects of the problems; namely,

- (1) What is social responsibility?
- (2) Why is the development of social responsibility on the part of American youth a major function of the high school?
- (3) How can the high school help American youth develop social responsibility?

What is Social Responsibility?

Social responsibility stands high among those qualities which distinguish the "good citizen." It depends on a reasoned understanding and acceptance of this fundamental truth—that in American democracy, each citizen must accept responsibility not only for living a worthy private life, but also for helping to solve the social problems which confront the American people in their local, State, national and world communities. An American citizen is a private person with all the uniqueness, privileges and integrity which are implied thereby, and, at one and the same time, is the ruler of the most powerful nation on the earth with all the urgent and cumulative responsibilities as well as the demands for social commitments which such authority entails.

There is no intention of suggesting that social responsibility in the citizen's private life depends on a different set of values than those which apply in the case of community problems. The Golden Rule states the principle which should underlie all conduct. In this paper, however, major emphasis is placed on the manifestation of social responsibility with reference to social problems calling for collective action. For that reason I would call your attention to the five basic values so ably delineated by the Commission on Teacher Education of the American Council on Education in the first of its major reports, *Teachers for Our Times*—five basic values which are uniquely American and democratic. These values are:

- (1) Freedom

- (2) Respect for personality
- (3) Friendliness—the social nature of man
- (4) Reason and reasonableness
- (5) Possibility of self-improvement

Let us examine each of these values briefly.

The American record of freedom is written in our great historical documents—the Declaration of Independence, the Constitution and the Bill of Rights, the Monroe Doctrine, and the Emancipation Proclamation. Freedom means that man is free to think, believe, speak and join his fellows in assembly. To be truly free, man must also act—and being a social being, that action must be humane and responsible. All too frequently in our day, freedom has been identified with the mere casting off of restraints. To this group I hardly need remark that this erroneous concept of freedom is a pervasive one among high school students. Likewise, I do not need to labor the point that given the appropriate climate of school experiences and given the benefit of stimulating exemplification the high school student is quick to sense and act upon the precious concept that *To Be a Free Man is Precisely to Be Responsible*. It should be noted that this concept is a basic reality, an absolute necessity, in the democratic process.

Respect for personality reaches back to the well-springs of our religious and political traditions. We find there three basic convictions: (1) that personality is of unique worth; (2) that personality and society are interdependent; and (3) that, through reasoning and working together, men may best solve their common problems and attain their common goals. Respect for personality is the cornerstone of our American values. It implies recognition of man's capacity for growth and a feeling of responsibility for helping one's fellows secure a fair chance to realize their potentialities. It also involves a respect for human differences. Man is of infinite variety, and variety makes for unity as well as for greatness.

Because of his social nature, no man can live an isolated existence. Each is inescapably linked to his fellows. If he harms others, he harms himself. If he strengthens others, he himself is strengthened thereby. Friendliness, therefore, looms high among the five basic values which the high school must assiduously strengthen as it discharges its obligations to the American Way.

Men have personal problems, and in society there are many conflicts. In this country, we are committed to the methods of reason and reasonableness in resolving conflicts. This calls for fact-finding, intelligent discussion, and for persuasion, mutual adjustment and

consensus. The important thing in resolving conflict is the spirit which underlies our formal action, the faith which provides the guiding power to overcome obstacles. We believe that men are intelligent, of good will, have common purposes, and are capable of freely changing their minds. Repeated experience teaches us that the way of reason is more satisfactory in resolving fundamental issues than the way of force can ever be.

Our nation came into being when the great thinkers of the Western World had reached a peak of hope regarding the powers of man and his capacity for self-improvement. This hope has gradually become a conviction. Of course doubts have arisen during the growth of our Nation, but the faith has not been undermined. The fundamental reason underlying this persistent faith is that it is normal and natural for man to improve. To be true to his nature, therefore, man must accept the responsibility for continuous self-improvement. It is, then, an irrefutable consequence of man's inherent nature that authoritarian ways of life can never successfully compete, in the long run, with the democratic way. Democracy provides the climate which nurtures self-improvement—the climate which permits man to be true to himself.

Why is the development of social responsibility on the part of American youth a major function of the high school?

If the five basic values just discussed are to guide the lives of American citizens, educational experiences must be afforded all American youth to the end:

- (1) that youth learn the advantages of (and become skilled in) cooperatively achieving common goals
- (2) that youth learn how to solve (and use rational procedures in solving) social problems
- (3) and that, thereby, youth come to understand and accept basic democratic values.

At an early age, and certainly before they are enrolled in school, young children begin to take on the attitudes of parents, other older persons with whom they come in contact, and other children. Children, before they go to school, not only tend to develop certain attitudes and behavior patterns held by their associates, but they are similarly influenced throughout the period of formal education. This fact suggests the need for adult education to the end that grownups develop an allegiance to democratic values and practice democratic procedures. It also calls attention to the importance of securing cooperation among all educational agencies (churches, clubs, libraries,

theaters, radio stations, etc.) in developing allegiance to democratic values and in teaching the ways of democracy. Finally, it makes clear why schools must introduce evaluation procedures designed to discover values accepted and forms of behavior practiced by children in a variety of situations. To the extent that these forms of behavior are undemocratic, the school must provide a positive program designed to help children understand democratic values and practice democratic forms of behavior. The schools must help pupils understand why democratic values and forms of behavior are to be preferred to undemocratic values and forms of behavior, and must afford children constant opportunities to become habituated to democratic ways. Such instruction begins in kindergarten (with emphasis on helping others, abiding by group decisions, taking turns, and the like) and should underlie school experiences in all grades. In other words, the elementary school, which enrolls all the children of all the people, lays the solid foundation of democratic values, skill in rational approaches to solving problems, and experience in co-operative procedures on which the high school must build.

The role of the American high school in teaching social responsibility differs from that of the elementary school in degree rather than in kind. In the next section, some of the specific ways in which the high school can teach social responsibility will be described in detail. These approaches are designed for relatively mature pupils who soon must accept full civic responsibilities. It should not be overlooked that in these United States a youth of eighteen may marry and establish a home of his own, seek gainful employment, enter the military service, and (in one State) exercise the franchise.

It is reasonable, therefore, to invest the American high school with major responsibility for developing a sense of social responsibility. The high school is a part of the common school system; it now enrolls about two of every three young people of high school age; and will continue to expand its enrollment until virtually all American youth are obtaining life adjustment training which meets their needs. Because the high school is reaching the great majority of American youth, and because its location and facilities are adapted to the educational needs of the community, the high school also is in the best position to initiate and carry out the type of maintenance program in social responsibility which is so badly needed by our adult population. Such a program would include lectures, forums, movies, and plays, reading and discussion groups, some formal classes, plus a wide variety of community activities which would afford citizens an opportunity cooperatively to study and do something about community problems. Many communities are now making a democratic approach to solving their problems through community councils.

Naturally, what has been said should not be construed to mean that the high school has a monopoly on teaching social responsibility. Obviously, the high school must cooperate closely with all schools and other educational agencies making contributions to this end. There is work enough for all. Colleges and universities, for example, have a chance to educate a smaller and relatively select group of young people from whose ranks a large proportion of the leaders in various walks of life must be recruited. For this group, the acquisition of professional competence is not enough. College youth must develop an especially firm allegiance to democratic values, since they are subjected to the greatest temptation to repudiate them. They must acquire special skill in using rational procedures to solve problems, since some of our most difficult problems will become their special concern. They must see clearly the advantages of (and become unusually skilled in) practicing cooperative procedures, because they will often be tempted to use autocratic methods in order to "get things done quickly and efficiently."

*How can the high school help American youth develop
social responsibility?*

In the last section, the point was made that the schools in order to teach social responsibility must help youth (1) gain experience in cooperative effort, (2) develop skill in techniques of inquiry, and (3) acquire democratic values. School experiences to this end are afforded the child from the time he enters school, and they must be planned carefully to meet his maturing interests and needs. In planning these experiences, the school will need to take into account out-of-class and out-of-school experiences of children and will want to seek the cooperation of all non-school educational agencies, especially youth-serving agencies. To insure the effectiveness of a program to promote social responsibility, the program must reach, not only children and youth in the schools, but out-of-school youth and adults.

In planning a program to develop social responsibility, administration and teaching staff do not think of allegiance to democratic values, skill in using techniques of inquiry, and facility in using cooperative procedures as objectives to be achieved separately. As a matter of fact, many, if not most, school experiences should make a positive contribution to all three objectives. At the same time, there are occasions when special emphasis is placed on one (for example, skill in using techniques of inquiry) to the end that special competence is developed. In this paper, solely for convenience in discussion, ways of achieving each of these goals is treated separately.

Developing facility in using cooperative procedures

The daily life of the school should be such as to encourage co-operation and to afford pupils experience in planning activities and discharging responsibilities. Such opportunities are present both in what conventionally may be described as the "regular work of the class" and in "extra-class activities." In the case of the former, pupils share with the teacher responsibility for deciding what problems are to be studied, what resources shall be used, and what shall be done about findings. In the case of the latter, such activities as school assemblies, the school council, the homeroom, and clubs afford pupils an opportunity to choose officers, appoint committees, debate policies, prepare reports, collect and spend money, and implement group decisions. It is a truism that people learn by doing, and for that reason, the high school must afford young people a wide variety of choice-making opportunities. Young people cannot grow in the democratic way of life if all decisions are made for them. Pupils must learn to make intelligent choices through democratic procedures, and teachers, school administrators, and parents must realize that democracy cannot be made perfectly safe. The making of a wise or an unwise choice—and suffering the consequences thereof—provides young people realistic opportunities for developing social responsibility.

There also are opportunities for youth to work directly with adults in certain types of community activities, such as planning and carrying out a "clean-up" campaign, planning and carrying out a "salvage drive," planning and making a survey of vocational opportunities in the community, planning and taking part in community forums, planning more effective utilization of recreational facilities in the school and community, planning and putting into effect a "safety campaign," to mention only a few.

Time does not permit a discussion of each of these activities, and, for that reason, it seems better to describe one activity in sufficient detail to make clear how it contributed to the development of social responsibility on the part of the pupils involved.

In a certain community, many high school pupils as well as pupils in the elementary schools rode bicycles to and from school. Several of the pupils were involved in accidents, some as they rode their bicycles across the sidewalk from the parking area to the street, others as they rode their bicycles on the streets of the city. Members of the board of education became concerned and some of them argued that pupils should be forbidden to ride bicycles to and from school.

Realizing that this drastic action would seriously inconvenience many pupils, the high school principal requested an opportunity to discuss the problem with his student council.

When the student council learned of the action contemplated by the board of education, its members voted an investigation of the problem of traffic safety and bicycle riding. It is impossible to reproduce the discussion at the council meeting; suffice it to say that the plan of investigation which was tentatively developed called for: (1) a study of how many pupils rode bicycles to school, and (2) a report on all accidents during the current school year in which pupils riding bicycles had been involved.

A subcommittee of the council was appointed to develop a questionnaire covering the first point of the inquiry. After some deliberation and a report to the council, the following questions were included in the form:

1. Name of pupil
2. School attended
3. Home address
4. Distance in blocks from home to school
5. Special reasons why pupil needs to ride bicycle

The reasons for the inquiry were then explained by the president of the council to the high school pupils in a special assembly, and their cooperation was requested. The cards were distributed to pupils through the homerooms, and a special committee in each homeroom was appointed to tabulate the answers to questions 4 and 5. Incidentally, representatives of the student council also went to the several elementary schools and in special assemblies requested the cooperation of the younger pupils in the inquiry.

When the data had been tabulated, the student council considered the results. The council then decided that the following questions should be submitted to the homerooms for discussion:

1. How many blocks from school must a pupil live to claim that he needs to ride his bicycle for transportation?
2. If restrictions are imposed on bicycle riding, should special consideration be given pupils who work after school?

These questions were also submitted to the elementary schools for discussion.

Meanwhile, the student council had referred the problem of investigating accidents to the civics classes. Teachers and pupils discussed how to get an accurate record of accidents and precisely what information should be obtained. It quickly became apparent

that neither the police nor the school authorities had a complete record of accidents, and it therefore was decided to supplement the information gained from those sources by making a direct appeal to the pupils. After a conference between a committee of teachers and pupils and the chief of police, it was decided to include these questions in the inquiry:

1. Name and address of pupil reporting accident
2. Place of accident
3. Cause of accident
4. Other persons involved
5. Damage to persons and property

The committee of teachers and pupils reported the results of the conference with the chief of police to the student council, and the council accepted the responsibility of explaining to pupils that the purpose of the inquiry was "fact-finding" and that honest answers would not result in disciplinary action.

When the inquiry forms had been distributed, collected, and analyzed by the civics classes, the student council was presented with a spot map showing where all accidents had occurred, a tabulation of the causes of accidents, and a suggestion that these points be given special consideration:

1. Many accidents involving bicycle riders were not caused by them, and many occurred long after school hours
2. Traffic rules were poorly understood by pedestrians and automobile drivers, as well as by bicycle riders
3. Many accidents resulted because bicycles were in poor mechanical condition.

The student council carefully considered this report and finally determined on the following course of action: (1) to report the findings of the inquiry at a meeting of the city council and to request that the council pass an ordinance calling for the annual inspection and licensing of all bicycles, (2) to confer with Parent-Teacher leaders in arranging programs at each school in order to discuss the findings of the inquiry and rules of the road with adult groups, (3) to make a similar presentation in a special assembly in each school, (4) to request the civics classes to work out a plan for teaching safety and for keeping a continuous check on accidents, and (5) to request the student council in each school to consider the desirability of asking all pupils who did not have a special reason for riding a bicycle to and from school and who lived within a radius of six blocks not to ride their bicycles to school.

The city council and the Parent-Teacher Association cooperated in the project, and through their efforts and because of publicity in the local paper and over the local radio station, a city-wide movement to promote safe walking and riding was initiated. Pupils cooperated wholeheartedly in this program. Discussion in the civics classes led to the conclusion that safety is a continuing problem and not one which can be solved once and for all, and that the problem must be considered year by year at each grade level in the school system.

Skill in using techniques of inquiry

In the example just discussed, pupils obviously acquired skill in securing and analyzing information and in drawing conclusions, as well as in practicing cooperative procedures. To develop skill in using the techniques of inquiry, pupils must (1) identify a problem and explore its ramifications, (2) locate, organize and interpret pertinent data, (3) formulate plans for action, (4) put these into effect, (5) keep informed about new developments, and (6) stand ready to modify plans in the light of new developments.

Many problems are persistent and challenging to pupils at all grade levels—safety, conservation, health, and the like. The phases of the problem, moreover, which come within the experience of the pupil and which provide an appropriate field of action for him vary from one age level to another. Some problems doubtless are appropriate for study in the lower grades but lose their meaning in the upper grades; others are relatively abstract and remote from the pupil's experience and, therefore, can be appropriately studied only in the upper grades. In this connection, it should be pointed out that pupils in grades 11 to 14 have at least the same ability to become informed about public affairs and as much reason for wanting to acquire information as a basis for intelligent action as do adults generally.

There is no doubt but that the schools must place an even greater emphasis than heretofore on teaching pupils how to read, on how to listen to the radio, and on how to take part in discussions. It is increasingly clear that in a democracy, one cannot afford to have citizens become relatively inactive intellectually after they leave school. How to develop a continuing program of education for social responsibility which makes systematic use of these techniques is one of the great problems of our day.

Democratic values

It is through the satisfying use of methods of intelligence and through skill in applying cooperative procedures that we may achieve

an acceptance of—and a devotion to—democratic values. Since education may be defined as influencing persons to act in socially desirable ways, it is clear that a base line dividing desirable conduct from undesirable conduct exists in fact. True, the passing of time and changing mores condition what is accepted as "good" and "bad." Nevertheless, unless the values which were postulated earlier in this paper are instilled the outcomes of the educative process can scarcely be those acceptable and demanded in a democratic society.

Unquestionably, all of us experience difficulty in developing consistent value patterns. Thus, we may be liberal in our political views and more conservative in our economic views, or liberal in matters of religious toleration but reactionary in matters of race relations. It is important for all of us to know how we feel about various issues, to check our attitudes against democratic values, to ask ourselves why we feel the way we do, and to strive to develop more consistent (democratic) value patterns.

Specifically, it is important for the schools to study the attitudes of individual pupils and to help them think through desirable value patterns. It is also important for the schools to study the attitudes of the entire school population on important issues and to provide remedial instruction when such is in order.

An example from The Purdue Opinion Poll for Young People will illustrate the point in question. This poll, which reaches some 5,000 high school pupils in five Midwestern States, in January, 1945, asked this question, "Is or is not race prejudice inborn?"

- 27 percent answered "yes"
- 22 percent answered "uncertain"
- 51 percent answered "no"

Assuming that those young people understood the question, the results may well be viewed with concern and should call for remedial teaching. It is going to be very difficult to achieve better intercultural relations if only about half of the pupils in high school believe that race prejudice is acquired rather than inborn.

Democratic attitudes probably can be developed in undemocratic ways, but such procedures are questionable indeed. Actually, attitudes are shaped by experience and in turn these attitudes condition subsequent actions. To the extent that the high school itself, in cooperation with other community agencies, can afford pupils a variety of satisfying ways of living democracy, young people are bound to become experienced in the ways of democracy and to accept democratic values. In these ways, the high school can make its major contribution to the development of young people whose actions reflect a high sense of social responsibility.

EDUCATION FOR POLITICAL AND SOCIAL RESPONSIBILITY: ITS NATURAL HISTORY IN THE AMERICAN COLLEGE

HORACE MANN BOND, *President, Lincoln University*

Both your secretary and your president will be my witness, that my subject was submitted to them some time before the appearance of a certain work entitled "The Natural History of Nonsense". Any relationship between that title, and my own subject today, whether in design, content, or application, is therefore purely coincidental.

The subject, in fact, is the kind likely to be chosen by a former professor, who likes to keep refurbished the memory of his former academic vocabulary. It is a pleasant jargon to recall and may prove a useful standby accomplishment in these days of rapid presidential turnover.

In the Book which the social science students of a certain middle-western University once called their "Bible"—that was in the days before the "hundred great books"—there is this explanation of the reason for borrowing, from the biological sciences, the term, "natural history".

"The history of institutions, that is to say, the family, the church, economic institutions, political institutions, etc.,—leads inevitably to comparison, classification, the formation of class names or concepts, and eventually to the formulation of law. In the process, history becomes natural history, and natural history passes over into natural science. In short, history becomes sociology."

After Park and Burgess, I intend this afternoon to make a highly tentative sally into the field of the sociology of the American college. This college has a history; it has also a natural history. The college is a social institution; at any one time, the environing social order defines its objectives, its scope, and its structure.

When any institution becomes self-conscious of its objectives, and of the structures which have arisen by accident or design to attain them, it is sign that a new stage in its natural history has been reached. We have come, long since, to that new stage in the natural history of the American college; a new stage in the history of the objective of educating young people for political and social responsibility. Truths once self-evident, institutional devices long enjoying the tacit approval of unquestioning and traditional repetition, come now to be scrutinized, and to be altered, eliminated, and replaced.

II

There come to mind at least two aspects of education for political and social responsibility, whose natural history suggests a needed revision in our current collegiate emphases. Our program here this afternoon more than adequately provides an opportunity for reflection in one of these areas, and I note it here only for what usefulness it may have in supplementing our point of view.

In a recent issue of the American Journal of Sociology, Professor Carle Zimmermann discusses "The Social Conscience and the Family." "I have chosen", he writes, "to examine the 'conscience' of the Western World to learn whether our previous experience with mass family disruption can tell us anything of the probability of a revival of familialistic faith."

"The term 'social conscience'", he continues, "is being used here in the sense illustrated by J. H. Breasted in his *Dawn of Conscience*. When absolute and universal standards of right and wrong about the family become accepted, and the people come to believe that these rules and standards of behavior are immortal and the basic requisite of civilization, we have a period of Conscience and can speak of the 'dawn of conscience'".

Now I take it that when we are concerned with education for political and social responsibility, that our desire is for a developed set of rules and standards and attitudes that have universal application, and that are almost unvaryingly accepted, as guides for political and social behavior within the framework of the American Democracy. In effect, Professor Zimmermann has written a natural history of familial conscience. By a series of painstaking comparisons and classifications, he arrives at the formulation of laws and a theory of legal and educational intervention with the natural process he sees leading us inevitably to disaster.

My endeavour here today is less ambitious. I propose a simple exercise as a test for determining the persistence in our colleges, and in our culture, of a special variety of 'Conscience'—that aspect of political and social responsibility involving the concept of human freedom. In a culture such as ours, even concepts can suffer the fate of institutions; they become, indeed, institutions, institutionalized, the living body of a death in rigid routine. They may require measures to reassert their validity, and loose them from their bonds, no less energetic than the procedures needed to save an endangered institution like the family.

In 1943 there was published the anthology of verse, "Voices of Freedom", edited by William Rose Benet and Norman Cousins. Consisting of those poems thought, by the authors, to represent authentic poetic voices of human freedom, both the medium and the theme provide reasonably clear indices to the existence of 'conscience',

and this by chronological periods. The number of men in any culture moved to react in verse to the idea of liberty, furnishes us with a living barometer of Conscience. They are men educated to an articulate sensitivity to political and social responsibility.

The poems of 102 Americans are included in this anthology. There are twenty women; of the eighty-two men, 41 are college graduates.

Thirteen of these poets were Harvard men. Six were from Yale, two from Princeton, two from Boston, and one each from Brown, St. Johns, Williams, Oglethorpe, Santa Clara State, Miami, Northwestern, Knox, City College of New York, St. Charles, Occidental, Haverford, Wisconsin, Cornell, Coe, Atlanta, Tuskegee, Lincoln, and New Orleans. The last four institutions are principally for Negroes.

The chronological distribution of these poets has significance. Eleven of the thirteen Harvard men were graduated before 1900, and seven of them before 1840. Four of the five Yale men graduated before 1860. Only one "voice of freedom" has been heard from Princeton—if we are to believe this anthology—since 1900. But we must remember that the chief collator of this anthology, Mr. Benet, is a Yale man.

By contrast, the four Negro poets were all graduated from their colleges since 1900, and so double the two representatives of Harvard and Yale, respectively, and multiply Princeton's one by four.

According to the slender evidence of this volume, the American college, in the period from 1800 to 1850, appears to have been an astonishingly effective agency for political and social responsibility. Indeed, it was not the American college, but the New England college; for only one, Sydney Lanier, was bred in a collegiate foundation in the lower South.

To credit the college alone for such a well-spring of social conscience is doubtful. The college-bred names are noble ones. William Cullen Bryant, of Williams; Harvard's Benjamin Church, Nathaniel Niles, Samuel Smith, Oliver Wendell Holmes, Henry David Thoreau, and James Russell Lowell; such a roster alone would establish the credit of a matchlessly effective discipline in the making of men of conscience. But Amos Alcott and William Lloyd Garrison and John G. Whittier got scant schooling of any kind; and Garrison, Bayard Taylor, and Walt Whitman, were educated in that institution from which our own youngsters are barred—the printing shop.

In our own times, Yale's voice is heard through Archibald McLeish, and Harvard's, through Robert Nathan and, less certainly, the voice of John Gould Fletcher. Yet Louis Untermeyer confesses with-

out shame the failure in high school mathematics, that barred to him, forever, a collegiate education in political and social responsibility. The western wilderness of a century gone now heralds the voice of Edgar Lee Masters from "Old Siwash", and of Carl Sandburg from Lombard; and certainly these are as pure as any in the poetic tradition of humanitarianism.

Minorities—in sex, race, and religion—now contribute more "Voices of Freedom" than do majority groups. And, though the percentage of college graduates in the population has grown vastly, Freedom's recent college voices are yet only fifty percent of the total.

III

It is on this feeble peg that I choose to hang the weighty vestments of my title. We have declared our intent in studying the natural history of institutions to be that of formulating laws—and, remotely, arriving at techniques and practical devices applicable to the structures studied. If the evidence even suggests a decline in the collegiate conscience, where the great conceptualized institution of human freedom is concerned, we are well advised to weigh, and adapt, our educational structures.

Such an analysis yet leaves uncertain the source of that acute conscience so characteristic of the literary graduates of the early nineteenth century New England college. Was it the college, after all? The nature of the times, and that of the student himself, deserve a further inspection.

You know the times; they were the times of a great efflorescence of the human spirit, reaching up and out on behalf of human freedom; in New England, and in the wide world beyond. They were times charged with the profound convictions and bitter passions that great issues generate. They were American times, still pregnant with the terrible majesty of an armed Revolution, still filled with the echo of a great thundering phrase:—"We hold these truths to be self-evident; that all men are created equal, and are endowed by their Creator with certain inalienable rights."

What kind of a student, coming to college from such a world, later became a clear, strong voice of Freedom? A random sample conveys a suggestion of the type. Rugged John Pierpont, great-grandson of Yale's founder, and progenitor of great wealth, was himself of very moderate circumstances when he entered Yale in 1800. He lived to a great age, to a time when the freedom he had championed had actually come to America. Ralph Waldo Emerson, born into the highest caste, yet saw his mother take in boarders for the family livelihood. His poor starved days as Harvard messenger and table waiter may have been as important in his edu-

tion for political and social responsibility as anything he learned in the classroom. Longfellow was of the wealthy; William Cullen Bryant was the poor boy who attended Williams but whose life-long tragedy was the financial inability of the family to send him to Harvard. Thoreau, scion of a frugal family of pencil-makers, assisted Agassiz in collecting specimens when twelve, boarded with Orestes Brownson when sixteen, and, we are told, principally "got from Harvard a sound classicism, and the mystical philosophy James Very fed him with his Greek."

It is enough to say, James Russell Lowell. The class poem he was not allowed to read, because of rustication for a pre-commencement indiscretion, has been described as "Tory-Federalist satire on Emerson and Transcendentalism, Carlyle, Abolitionists, Temperance Agitators, Women's Righters, and Vegetarians." And, adds Ferris Greenlet,—"The clan loved it!"

Did Lowell learn that at Harvard? Did the "clan" learn it there? If so, where did Lowell learn the abolitionism—the fiery conscience of an acute political and social responsibility—which later separated him from his caste?

Whatever Harvard taught, it was less important than the awakened gift of conscience he freely acknowledged receiving from his beloved Maria White. She it was who "deepened and defined his vague humanitarian impulses." It was for love of her that he wrote, on the cover of his graduating anti-abolitionist satire,

"Behold the baby arrows of that Wit
Wherewith I dared assail the woundless Truth!
Love hath refilled the quiver and with it
The man shall win atonement for the youth."

We yield him atonement, gladly; and we wish, as a part of the education of every young college man of today, for political and social responsibility, the blessed gift of a Maria White.

Be it noted that an exceeding ingenious dialectic would be needed to fit these men into the rubrics of an economic determinism for the source and quality of their "conscience". They were poor, they were rich; they were from the unassailable highest caste, and from the undistinguished lowest; they were from colleges, they were printer's devils from print shops, they were, like Garrison, Whittier, and Whitman, frequently self-taught.

They had one thing in common. They came from a culture in which the idea of human freedom had a fresh and compelling immanence. When the time came for them to take their stand, they shared a conviction that immutable standards and values did exist. Without exception the literary New Englander became a man of conscience, true to the sectional pattern of political and social responsibility.

But this goes before our tale. Is there nowhere any evidence of the decisive role of curricula, or of faculties, in the moulding of such men?

Their curriculum was Rhetoric, and Logic; Latin and Greek; Mathematics, Moral Philosophy, and the Evidences of Christianity. How many teachers, in the way of James Very with Thoreau, fed their students mystical philosophy, or political and social responsibility, along with their Greek and Latin? Or did it come from Moral Philosophy, or from the Evidences of Christianity?

One greatly fears, the magic did not come, so. In college, these men were very likely as giddy as Lowell, or as impious and irreverent as the Harvard students of Andrew Norton, author of a celebrated volume on Christian Evidences, and indefatigable expounder of the true doctrine to his charges. Robert Kelley writes, "The students are reported as saying that the only evidences of Christianity at Harvard were Norton's daughters."

It would be pleasant to believe, that their subsequent virtues derived from what they studied, and from the men who taught them. But only a few hundred miles away, while the New Englanders were developing *their* values as to political and social responsibilities, other equally impious, equally irreverent young men were pursuing precisely the same educational regimen, but arriving at such diametrically opposed sets of value, that in a very few years they would be presently quarrelling, and still later,—impiously, irreverently—letting each other's blood.

The faculties, North and South, were not too superficially dissimilar; the curriculum was identical. Yet the one kind of college produced two dozen men who find a place in an anthology devoted to human freedom, while the other kind of college produced but one such man, and his name was Sydney Lanier. It may not be altogether an irrelevance that this one man had as his favored college teacher at Oglethorpe, a Yankee professor who was later discharged because, a rebel, he dared teach the theory of evolution. It is a happy refuge, indeed, that sociology is an infant science.

Let us not grudge either group of perceptors, North or South, the generous distinction of being good, yea, even great, teachers. In both cases their students came to be true men; true to sectional absolutes of right and wrong before the United Nation fused.

The fused Nation was committed perforce, by the verdict of arms, and the logic of human history, to the great humanitarian conception of equalitarianism. Our most recent conflict was fought and won on that same high principle; and so reinforced the verdict for the world, and for all peoples in it.

It is for our generation of teachers, accepting now the world-broadened acknowledgement of what was once a sectional enthusiasm in our own land, to carry on the education of young people for political and social responsibility. It is from such a generalized social conviction, from such students, and from such teaching, that voices of freedom are born.

IV

Whence, indeed, come contemporary voices of freedom? By and large, they come from sections of the population whose sensitivity to political and social responsibility is enlarged by the circumstances of their life; a life in which Freedom is more than a ritualized word. They come, also, in direct descent from the great humanitarian tradition of New England.

It is a part of the natural history of education that this should be so; that in the last generation the small Western colleges, and the minority college graduates, should now contribute so voluminously to such a literature, compared to the older populations of the East, and the older college stock.

The four Negro poets strikingly illustrate the process of cultural diffusion. James Weldon Johnson was the student of Edmund Asa Ware, of Yale College, and of Professor Chase, of Dartmouth. Claude McKay attended Tuskegee Institute while Booker T. Washington yet lived. Washington was the student of Samuel Chapman Armstrong, who had been the student of Mark Hopkins before leaving Williams to enter the Union Army. Langston Hughes' debt to college is doubtless small; for what it is worth, he was the student of Princeton men, third in line from Witherspoon. And the one Negro woman in the anthology is the daughter of a man who got his education in the college at Oberlin, established, a century ago, by Yale men, inspired by the principle that an equal education should be made available to all persons of whatever sex or race.

Perhaps New England needed to have saved its missionaries for itself. Even on this slender evidence may the case be rested. Whether because of the nature of the times, or of the curricula, or of the faculties—or even of the decline of the poetic impulse—the colleges which once were the exclusive breeding grounds for America's "Voices of Freedom", but infrequently graduate such men today. It may be fair to say, that another stage in their natural history has overtaken them; and it remains to let the natural process take its course, or to intervene therein.

"Our purpose", said Mr. Conant in appointing the Harvard University Committee on the "Objectives of a General Education in a Free Society"—"Our purpose is to cultivate in the largest

possible number of our future citizens an appreciation of both the responsibilities and the benefits which come to men because they are Americans, and are free."

Despite the critics, this is a purpose in American higher education, not only newly stated, but newly conceived. It is a purpose now newly required by the natural history of America and of American colleges. We now rightly propose to modify the "natural" cycle that, in institutions as in men, leads with all of the rapidity of the "natural" order, from birth through youthful vigor through maturity to senescence and to death.

For my introduction, I quoted from the Book of one of the chief sects of the social sciences. I should like to quote again from that Book:

"The whole matter may be summed up in this general statement; history interprets, natural science explains. It is upon the interpretation of the facts of experience that we formulate our creeds and found our faiths. Our explanations of phenomena, on the other hand, are the basis for technique and practical devices for controlling nature and human nature, man and the physical world."

Interpretations leading to faith; explanations leading to techniques. It is not to foreswear oneself, or the precepts of an infant science, to desire both pathways for the American college.

For we seek a revived dawn of conscience for those Americans who are to receive, in college, an education for political and social responsibility. Now this, of course, is to seek a Faith through Science, as the following of the American Faith brought Science to America.

The end of the natural history of the American college is not yet; neither is the end of the national faith, or of its science, or that of the world beyond. If we have the intelligence and the will to intervene in the natural process effectively, the end shall be like unto the beginning.

I find both best described in that thundering phrase on which the Faith and the Science of this Nation rests:

"We hold these truths to be self-evident; that all men are created equal, and are endowed by their Creator with certain inalienable rights."

EDUCATED WOMEN IN THE MODERN WORLD

MILDRED McAFFEE HORTON, *President, Wellesley College*

A little less than a year ago it was my privilege to go to Japan with a group of American educators to confer with Japanese educators and members of General MacArthur's staff on ways in which the educational system of Japan might be reorganized to help in the democratization of Japan. It was my first trip to the Orient. I was in Japan for some sixteen days. I know no Japanese. We were there as members of an official delegation invited by the Supreme Commander of the Allied Forces. We rode around in staff cars. We ate American food at the Imperial Hotel. We were dined and saki-d by government officials and university dignitaries. Our impressions must have been colored by the impressiveness of our reception. In other words I make no claim to being an authority on education in Japan and after a month of traveling with representatives of all varieties and types of educator in this country I am more sure than ever that I am no authority on education—or anything else—in this country.

If our delegation was any sample, the one thing which can be said about education for democracy is that it must be widely differentiated so that almost nothing can be said of it except that it is free to take incredibly different shapes! However, this paper is not intended as a discussion of Education in general and I shall try to refrain from reminiscences about the fairly violent arguments in which we of the liberal arts colleges engaged with representatives of schools which admit of no selection on the basis of intellectual capacity; arguments in which we of the American delegation strove to decide whether or not to recommend banning any utterance of the Japanese Emperor from the schools of Japan; arguments about whether or not to insist that every village in Japan should adopt the American system of a local school board. A very good time was had by all, but I am to discuss today the Educated Woman, not the vagaries of educational theory in American society.

The women in our delegation found themselves involved (with an inevitability to which I am becoming reluctantly reconciled) in the consideration of the education of women. There were all kinds of interesting contrasts between the practice there and here, but the basic one which attracted my attention was that before the arrival of the Occupation Forces, the education of women was a clear-cut training program for a very specific status. Japanese women are to be trained to be "good wives and wise mothers." The girl knows what is expected of her. Her teachers know what she is expected to be and to do and her education could be specifically directed to a pre-determined end.

It was a little startling to know that there are two concurrent series of textbooks in Japan, all centrally edited and published; one series for boys, one series for girls. It was a Japanese graduate of Bryn Mawr College who stressed that difference when she spoke to the combined groups of Japanese and American educators. I asked another woman president of a woman's college in Japan why they didn't just adopt the boys' books for girls and prove that they could do the same kind of work. She replied that girls simply didn't have time to cover the same amount of work for they had so many other things required of them. The schedule of preparatory schools is fearful and wonderful in its demands on youngsters and for girls it includes hours spent on sewing, food preparation, household art, marketing, tea ceremony, flower arrangement.

I went to Japan with the warning that we would find a servile, subordinated womanhood. Did I know that Japanese wives walk several feet behind their husbands, that they are not seated at the table with them but prepare the meals for their lords and masters—men—that almost no girls enter universities, that they did not have the vote until General MacArthur thrust it upon them, that they are virtual slaves in their own homes? Of course it all depends on what one means by all these various questions. In Tokyo I saw very few women strolling demurely behind their husbands. I was seated at the table with one of the government ministers while his wife prepared the main dish of the meal in ceremonial dignity. I don't believe she felt inferior to us visiting women who left our husbands to go gadding half way around the world. I certainly met many charming wives of Japanese gentlemen who did not seem to be blighted by the custom of being "good wives and wise mothers."

The significant point at the moment is merely that education can be very definite when you know the exact profession for which it is preparing. What the Japanese are now facing and what we have long since faced is the fact that now the future holds a good many new possibilities for women. The skills which the presiding genius of the household needs may not be the ones required by the young editor of a women's magazine, the worker in the radio studio, the advisor on the rehabilitation of the textile industry. So education there as here finds itself challenged by the fact that the status of women is no longer explicitly defined.

The *Mademoiselle Handbook* recently published by Mary Hamman and the Editors of *Mademoiselle* says it better than I could phrase it in reference to vocational opportunities for women:

"Unless it is your firm ambition to be the president of the United States there are few jobs that some woman has not shown herself capable of handling. This does not mean that every field will welcome you with the same warmth and respect

it would show your brother. To a certain degree women are still on trial. There are pitfalls, but the territory has been mapped and charted, trails have been blazed, and you can, if you like, figure out the easiest and most convenient route to your destination.

"One thing to recognize is that some work is still considered woman's, and some exclusively man's. Whether or not this distinction will last depends on women themselves. For the present, at any rate, women are more readily accepted in certain jobs than in others. If you are a trained nurse, the field is yours. If you are a doctor, the going is tougher. If you are a surgeon, you have our sympathy.

"There are many opportunities for women in home economics, but not so many in the law. You compete on an equal basis with men in most of the arts, but if, for example, you try to land a job as a radio announcer you have to be a supersalesman as well as talented, while all a man needs is luck and a lulling voice.

"If nothing in life will please you so much as operating lights in a Broadway theatre, or playing second fiddle in a symphony orchestra, or shooting professional scenes of passion with a movie camera, you will have to fight it out with the unions in question which currently believe it's a man's world.

"There are many jobs for women in city and home planning and in interior decorating, but except when there is a boom in building all but the most fortunate women architects grow lean at their drafting boards. Indeed, some state architectural leagues nervously ban women architects as though the foundations of the home might collapse if women helped plan them.

"If you are a secretary you can take your pick of offices and survey bosses until you find a congenial type; but in aviation you are lucky to get any break at all. As a social welfare worker, laboratory technician, personnel worker, or teacher, you are desirable and sought after. As a reporter you start with two strikes against you because of your sex. The same goes for engineering and many other jobs in the sciences and in industry. In short, unless you happen to fancy an activity that is considered essentially female, you do not start, or advance, on a par with men.

"These are facts to know but not to brood over. There are always exceptions, and if you have stamina and well-coated ganglia you yourself may be one. But if you want a soft life, and are easily discouraged, choose a field where women are greeted warmly."

One of the interesting features of the present status of women is that theoretically in the United States they are "greeted warmly" as people. There is no question but that educators and politicians and everyone else talks of the principle that when all men were created equal it meant all women too. Our practical difficulty for education is that there has been a cultural lag in practice but our theory is so widely accepted that many people cannot recognize the

lag which exists. We are, therefore, operating in schools on the principle that women are to be educated as people with only such limitations on opportunity as grow out of their individual characteristics, but they are actually moving into a society in which they are not yet quite full-fledged people. The confusion in objective for the education of women is, perhaps, no greater than for the education of men, but the objective is certainly not as clear cut as in the old days in Japan, for instance.

If people are being trained for an uncertain future in which their external environment is subject to unpredictable variations and their own relation to their environment is not stabilized, it seems especially important to cultivate in them certain attitudes which will be useful for this type of uncertain status. I want to suggest three such attitudes as important for educated women to exhibit in the modern world. I know no better place for their cultivation than the educational institutions of the country, but I include in the category of educational institutions the family and the church as well as the school and college. It seems to me essential, however, to relate them to the school so that we can be sure they are provided even if the other institutions do not cultivate the same attitude.

In the first place, I want to suggest that there needs to be a disciplined intelligence. We have watched the pendulum swing from the era in which mental discipline was supposed to be the chief aim and end of education, but we have gone so far in the other direction that I sometimes think we are depriving young people of a major tool by not whetting their minds to as keen an edge as they are going to need. Chief Justice Jackson said something like this at the Buffalo University Centennial "that the race between education and catastrophe was no longer a race between competitors but was after all a partnership. The educated man is the only one a society like ours needs to fear." In view of the fact that the educated man is the one to be feared, he must be matched by an equally well educated man. With as much evil purpose at large in the world as there seems to be today it is imperative that people of good will should have minds as well trained to cope with world problems as are the minds of people with basically different philosophy. The idea that character education can substitute for educational discipline seems to me basically fallacious. Every once in a while I hear of a school or college which purports to be a Christian institution and seems to imply that if it is sufficiently Christian it can ignore academic standards. This seems to me a travesty both on religion and common sense because the person of good will is today dealing with a world which is too complex to be adjusted without profound comprehension of its problems. That kind of comprehension comes in part through

insight but it comes in part, also, through keen intellectual grasp of the nature of the problem with which we are dealing.

If we have any hope of cultivating disciplined minds among children and young people I think we must entrust their education to people who, as teachers, demonstrate the satisfaction and power of discipline. The theme is becoming trite and has been handled more effectively than I can handle it by scores of speakers and writers in recent months, but we must have better teachers and more of them. I am concerned by the fact that so many students seem to have gone through school and even college without discovering that a mind is a most entertaining instrument to use.

We all know that teachers are underpaid, that they have apparently lost much of the prestige attached to an earlier group of teachers, but those are not sufficient reasons I believe for the hesitation of many young people to enter our profession. My fear is that we don't convince our students that we have a thoroughly good time as craftsmen in the art of thinking. Any one of us can remember the few individuals who made us think that we would like to have the richness of experience with which we associated them. In those rare moments in which we have felt our own minds functioning at their best we have known a satisfaction which ought to be contagious. Slovenly thinking, sloppy analysis, mishandling of facts so that false conclusions are drawn from inaccurate premises has none of the glamor of a mind which is in good, keen condition. I sometimes think we are so immersed in correcting the weaknesses of the young people with whom we deal that we forget to keep our own minds in form. We really have an appalling advantage over the young in the prestige of our office as teachers. Treating them as persons with a claim on us as examples and colleagues rather than mere mentors might be a way to popularize the disciplined minds in which we purport to believe! John L. Lewis is not the only person who finds it hard to learn by means of injunction.

All that is parenthesis. What I started to say was that exercise in the hard use of the mind in order to sharpen it, to toughen it, to make it usable and flexible belongs in school. To cater to the mediocre in intellectual vigor is to deprive able students of a tool which educated men and women desperately need in this complicated, intricate, confusing modern world. I think I am pleading for renewed respect for accuracy, neatness, order, form, taste, factual knowledge . . . not, I hasten to assure you, as the end and aim of life but as essentially convenient tools. I think all our delegation to Japan were impressed by Miss Michi Kawai's incidental remark on one occasion when she said something like this: "We want our little girls to have the freedom to think which American children have, but we do hope they can continue to be polite."

I feel like somebody out of an old and out-of-date book when I say it, but I feel the urge to reiterate that disciplined lives—self-disciplined lives—allow much more time for freedom, initiative, independence, than is available for undisciplined lives. I don't feel apologetic about wishing that students could be taught grammar, for instance. I hasten to say that some of them are.

If educated women in a complicated modern world need disciplined minds, they are equally in need of world-scale imagination. We were pretty emphatic about that with the Japanese. We urged in season and out that schools were obligated to introduce students to "world culture". It is clearly fantastic that the Japanese should assume that Japan is the center of the globe. It is dangerous for them to feel that the rest of the world is inferior to them. Their education must be world-oriented. Obviously. And so must ours.

I heard a preparatory school teacher asked this week what special interest was being stressed in her school right now. Were any interesting experiments in process? Her answer was that the students were tremendously excited over Student Federalism. Week after week in spare time these girls of high school age are having discussions of world government. One of them recently said to me that if her generation didn't start working for it the world never would get there! I call that world-scale imagination.

I want to note especially that the world includes our own front yards as well as picturesque countries out of reach. I am not advocating the far-sightedness of some people we know who see clearly the potentialities of foreigners when they are far, far away, but have no sympathy nor understanding for the unappealing neighbor of foreign ancestry who lives on the "wrong side of the tracks." It is sometimes easier to wax enthusiastic about building one world than it is to function within the confines of one neighborhood. The other person's problems are so easy to solve for him in Palestine, Korea, China, somewhere far off where you don't have to get along with the really difficult individuals who make it so hard to run your town the way you want to run it.

The great interest of modern undergraduates in government is an excellent omen for the future. We have done a pretty good job at the college level in building a large-scale world interest. I don't think we have been equally skillful in including the near-by aspects of world-living. I am sometimes concerned by the zeal for GOVERNMENT with a capital letter. It is almost as important to get a job in Washington right after college as it is to have a "job and apartment" in New York. Note, however, that it is Washington and it is apt to be in an executive office. Local political activity is not so popular.

Too many educated women apologize for finding themselves involved full time in the management of their homes and the service of their local communities. It doesn't seem big enough for world-citizens. Somewhere along the way we must cultivate for students the world-awareness which makes them see their local job in the perspective of the world order of which it is a real and essential part. Then rearing their children with educated imaginations, unprejudiced attitudes toward strangers, a sense of world-citizenship becomes a significant and rewarding contribution of the educated wife and mother.

This world-mindedness can be cultivated in a variety of ways, of course. I would call attention to the power of personal acquaintance. The meeting with contemporaries of different races, classes, colors, creeds under circumstances designed to foster good will and understanding is all important in preparing young people for a modern, close-knit, world. Hence the great importance of student exchanges—both directions across both oceans, boundaries North and South.

I wish we took it for granted that world-orientated Americans would learn to use some foreign language. We have apparently assumed that French, now Spanish, are reputable languages for young Americans to know. But think of Italian, German, Portuguese, the Scandinavian languages . . . so many it would be nice to know! I am not really recommending the introduction of all of these—together with Russian, Chinese, Japanese—into our schools. I am suggesting an attitude toward language which did not make it "queer" to want to learn how other people communicate with each other. I wish language interest did not vary so directly and so immediately with political situations. Our Italian department is strong, but pathetically small because so few people enter college with any enthusiasm for knowing the language of Dante . . . because they don't like Mussolini.

The educated woman with a disciplined mind and world-scale imagination needs further an articulate conviction. When ideals are not challenged there is no particular need for formulating the faith that is in you. But ideals are challenged today on pretty basic levels.

Democracy is old as a form of government, as modern governments go. It is changing its forms of course, but it has been the accepted theory here and in England for a pretty long time. A new form—democracy in the late 18th century for instance—has a dynamic appeal which gives it power to enlist loyalty. Again I cite Japan where old values have been turned topsy turvy. President

Nambara of the Imperial University of Tokyo spoke to the students of that University last February on the anniversary of the presumptive founding of the Japanese empire. Hear what he said—not for foreign consumption, but to his fellow-Japanese students—

"Japan staked all her time-worn tradition and indigenous spirit on this war and was defeated. Therefore the defeat means the complete disintegration of the spirit itself. Now, losing the fundamental spirit, with what can the Japanese try to reconstruct their own fatherland? It will never be found in past history. It is not to be found in the past it must be created in the future. . . . That is, we must create our own new history. We must count today, not as the year of two thousand and several hundreds, but as the first year of a new era, and make a fresh start. . . . The character of the people must be changed. It should not stop simply by being a change of the political and social system, but further it must be a subjective spiritual revolution, intellectual and religious in nature.

. . . Only after such a new spirit is kindled in the people's minds are they qualified to talk about their own eternal life, and to claim a divine mission on a world-wide scale to contribute to the culture and peace of mankind. *Here we find a new inspiration* arising within us to work for the sake of our people or even sacrifice ourselves for them. Once, their life was weighed as light as a feather to fight for the sake of the country. Now the same life will be devoted through their fatherland to the ideal of the world and mankind."

To the young people of Japan there is an inspiration, new inspiration in finding a new way of life. Over and over again we heard people say that they were entering on a NEW DAY FOR JAPAN. That is interesting, and conducive to a pretty explicit statement of faith.

The Russian young people seem to be caught in a comparable fervor of conviction. Their way of life is new, different, challenging and challenged. A year and a half ago a group of American students was invited to Russia after a conference in England. They report entire willingness to discuss political matters but a basic difference in the ability of the two groups to express their convictions. The Russians knew what they believed and had fairly explicit reasons for the faith that was in them. They also knew what the answers were to questions which outsiders would raise in opposition to their conviction. Our American students knew they didn't like Communism and had a good many assurances of things they believed, but they were at a disadvantage in argument because they had not thought through their own beliefs.

The educated woman in the modern world finds herself in constant contact with shifting standards. She needs personal stability grounded on some profound assurances. This links education with religion, two phases of American culture which have been historically

united. If ever education needed religion it is in this modern era when the search for assured values is so difficult. If ever religion needed education it is in this modern era when the search for truth is so urgent.

The Jewish-Christian tradition is so closely related to our democratic political theory that a plea for articulate conviction involves both politics and religion. Educated women in the modern world need to think through their convictions in both areas. One of them, a senior at Wellesley College, speaks for many students in a few paragraphs taken from a Chapel service she conducted recently. Let her express my final message:

"—Let us be true
To one another, for the world, which seems
To lie before us like a land of dreams,
So various, so beautiful, so new,
Hath really neither joy, nor love, nor light,
Nor certitude, nor peace, nor help for pain;
And we are here as on a darkling plain
Swept with confused alarms of struggle and flight,
Where ignorant armies clash by night."

"This poem of Matthew Arnold's needs no translating or interpreting to establish its relevance to the situation which is all around us in America today. We do not need to understand it in terms of strikes and labor problems, for its present day meaning to be clear. In a few lines it summarizes the despair which seems to characterize our world.

"But why is this? What is back of it all? What lies behind and underneath the turmoil that meets the eye. I think we have created this situation because we have deified Materialism. We have deified the "AMERICAN WAY OF LIFE", in capitals and quotes, and canonized the go-getter, the individualist who fights for himself, who achieves material success. And success for us is measured in terms of materialistic gain. We admire the man who is able to provide things for his family—cars, houses, clothes;—Even education has become in some sense a "thing."

"This summer when I was abroad I stayed in a college dormitory where there was no heat and no hot water, no meat, only vegetables for meals, and bread which was on limited ration. I met a Polish student who had only one outfit of clothes—and *that* given her by UNRRA. I knew a French student who had no books or papers with which to study, who had lived for as long as ninety days on nothing but roots and water. And in Cambridge in England I visited with a girl who had spent her freshman year at Wellesley and who asked me if we still had a glass of milk with every meal and two or even three if we wanted it; and if we could still have an egg for breakfast, and if that egg was too hard we could leave it on the plate and get a second, and if that was too soft we could have still a third.

"I was almost ashamed to say—yes, it was still true. And ashamed too to remember the conversations that went on if that egg was too soft or if the waitress was slow in bringing us the second and third glass of milk.

"For here in America we have everything, by the world's standards and by our American standards. Materially speaking we have everything. And yet, what is our situation? Somewhere along the line, in placing our emphasis on the material, we have lost the spiritual. We are too busy with our busy work; we have obscured the things that matter. We have no time to care. And here in this college, we who are the privileged, the fortunate one tenth of one percent—what do we do? We who have eggs and milk and clothes. We who have heat and hot water, we who have books and papers with which to study. For us it is no challenge, as we hear so often. It is the most deadly-earnest responsibility and obligation in the world. I do not know in what terms to put it, but I am very sure that there is a justice in the world. And woe upon us and rightly so if we do not awaken now. I believe strongly in the Christian principle of the tremendous force for good which one human being can exert, if he will. It is in our hands; it is up to us. If we fail, if we refuse to care, then there is a justice in the universe which will bring upon our heads the judgment that we deserve.

"Dear Father, we are too proud; we have forgotten what it is to be humble. Our lives are so full of nothingness that we have obscured those few simple things that really matter. Clear our minds and hearts this morning to the true standards and values of right and wrong. And in this spirit let us consecrate our lives, in all earnestness, to the justification of our undeserved being. Amen."

MORNING SESSION

SATURDAY, NOVEMBER 30, 1946

THE VETERANS ADMINISTRATION'S PART IN THE PROGRAM OF VETERAN EDUCATION

A. L. COMBES, *Director*, Education and Training Service, Office of Vocational Rehabilitation and Education, Veterans Administration

The problems of veterans' education are problems which concern not only the veteran, the schools and the VA but also the community. For the purposes of this discussion, those problems will be those more obvious problems which most directly and immediately affect the first three. Since the discussion pertains to education, our remarks will be confined to education and training in schools although there are many great and perplexing problems in the field of training on the job under the training programs for veterans which are provided for under Public Laws 16 and 346.

Among the primary problems of the veterans, there may be mentioned:

1. How to obtain admittance to the desired school.
2. How to finance his living expenses.
3. How to obtain living quarters.
4. How to obtain prompt payment of subsistence allowance from the VA.

Presumably, the problems of the veteran and the problems of the schools in the education of the veteran are as well known to this audience as to any group. Some of the more obvious problems of the school include:

1. Shortage of plant facilities and staff to teach so many veterans.
2. The unavailability of materials and other necessaries to increase those facilities.
3. Shortage of living quarters, especially for married veterans.
4. Shortage of textbooks.
5. The problem of furnishing to the VA on each veteran enrolled information complete enough to permit paying subsistence allowance.
6. The problem of meeting VA demands for reports of attendance, conduct and progress by student veterans.
7. The problem of obtaining the right to bill and be paid for veteran students soon after enrollment instead of waiting until after completion of the term.

8. The problem of obtaining the right to charge as much for disabled veterans under Public Law 16 as is allowed for veterans under Public Law 346.
9. The problem of obtaining from the VA prompt payment of tuition and other charges.

Some of the *problems of the VA are:*

1. To obtain from the veteran and from the school all information necessary to show that the veteran is entitled and the extent of his entitlement.
2. To recruit and train personnel in the various departments of the VA to accomplish promptly and accurately the basic operations necessary to handle the veteran's application and the notice of his enrollment so that he may enroll without difficulty and be paid subsistence promptly.
3. To obtain space to house in a way to permit efficient operation the various necessary activities.
4. The making of contracts and other arrangements with schools which will give the schools what they desire and at the same time keep within the provisions of the law and otherwise protect the proper interests of the Government.

Most of the problems are mutual and common to all of the parties mentioned. Most of the veteran's problems affect his ability to enroll or to continue after he has enrolled. Those problems affect the school in its dealings with the veteran. The schools have attempted much and have accomplished substantially in meeting and solving the problems of the veterans who wish to enroll and those who have enrolled. The schools are planning more and attempting to do more to meet the veterans problems.

The problem of delay within the VA in processing veterans' applications and enrollments has been attacked and partially solved by closer association and collaboration of the VA and school, the VA sending to the school all possible personnel to assist directly with the filing of applications and notices of enrollment during the periods of heavy registration has contributed substantially to prompt service to the veteran and school. Also, the practice of the VA to assign special personnel to make special surveys at schools to discover veterans who are experiencing delay and requiring those personnel to follow through completely on the cases so discovered has shown worthwhile results. With those procedures continued and the application of such others as can be devised, there is promise of continued improvement in service to the veteran and to the schools.

In the field of contracts and other arrangements which provide for paying schools for services to veterans, the following may be mentioned:

1. In the past the VA has permitted billing of tuition charges only at the end of the term. VA Circular #268 released November 15 will permit an institution to bill and be paid for the tuition and fees for the term or semester immediately after expiration of a standard minimum refund period such as the first five weeks of the semester. It is hoped through this device that one financial problem of the institutions will be solved or substantially reduced.

Circular #268 also clarifies the conditions under which institutions may be paid as a handling charge an amount up to 10% of the cost of books, supplies and equipment furnished to enrolled veterans.

Further satisfaction to educational institutions as regards payment by the VA is afforded by the recent VA Circular #259. That circular establishes a procedure under which most institutions may qualify to receive tuition payments for disabled veterans training under Public Law 16 on the basis of the estimated cost of teaching personnel and supplies for instruction, in lieu of customary charges. Thus the institution to that extent may charge and be paid the same for Public Law 16 cases as for Public Law 346 veterans. This is what many institutions have long contended for.

On the problem of textbook shortage, the VA assisted in arranging for making surplus ASTP and Navy V-12 textbooks available to schools for the use of veterans. Of the approximately 1,000,000 such books received by the Library of Congress which acted as the distributing agent, approximately 400,000 volumes have been issued to veterans. The sorting, cataloging and listing of all of these books has now been completed so that List No. 5, dated November 5, 1946, contains a complete list as to titles, editions and number of volumes still available. A complete list of all surplus USAFI books is also available and is dated October 23, 1946.

It is necessary that the distribution of these books be completed promptly. In order to accomplish this, a revised plan of distribution has been announced through the provisions of a forthcoming circular which will require each of the regional offices of the VA to contact your institution to determine which of the available books are now in use at the institution and to enter into negotiations with your institution to establish immediately a plan whereby your institution may requisition such of the surplus books as may be used and to issue such books to veterans in order to avoid the purchase by the Federal Government of the same books. The regional office of the VA is authorized to compensate you for the necessary expenses of this job without the previous limitation of 25 cents per volume. The record-keeping

necessary and previously established has been cut to the bone in order to impose only the minimum burden. You will not be required to report to the VA the names of veterans to whom these books are issued but will maintain the same record as you maintain for other books issued to veterans. The billing to the VA for agreed handling costs may be done on one public voucher in a lump sum at the agreed rate per volume. The Library of Congress is in a position to advise you by wire, if requested, the volumes to be shipped and the shipping date. This is a project in which the VA earnestly solicits your cooperation.

Early in November an exploratory conference was held in Chicago under the auspices of the American Council on Education for the purpose of selecting problems of disabled American veterans in American schools and colleges which should be given additional attention. At that conference college and university representatives from all over the country presented items for consideration and from among those presented the following were selected for further attention:

1. Admission policies affecting disabled veterans seeking to enter educational institutions.
2. Education of student bodies and communities concerning rehabilitation.
3. Integration of the disabled veteran into student bodies and communities.
4. Individualizing and developing services for disabled veterans and their families.
5. Within institutions, centering responsibility for the rehabilitation programs.
6. Informing institutional faculties concerning rehabilitation facilities and procedures.
7. Coordinating the institutions' counseling programs with those of national, state and local agencies.
8. Providing special rehabilitation services such as lip reading classes, corrective physical education training, remedial reading classes, etc.
9. The need for, and the use of, special scholastic aides such as readers, transcribers, typists, etc.
10. The adjustment of academic requirements such as those relating to credit loads, physical education requirements, etc. to the individual capacities of disabled veterans.
11. Stimulation of social, recreational, and extra-curricular activities for disabled veterans and their families.
12. Research in occupational requirements as related to the capacities of disabled veterans.
13. Job placement and follow-up for disabled veterans.
14. Transportation of disabled veterans to and from the campus, between classes, and the allied problems of providing elevator services where possible, parking places, and of arranging class schedules etc. to meet individual needs of the disabled veteran.

15. Collecting and disseminating information regarding services and facilities available for rehabilitation.
16. The degree to which the disabled veteran today is achieving successful readjustment.

Some indication of the numerical signs of the veteran's education problem is suggested by the following:

The total veteran population was estimated to be about 14,000,000 at the end of October. At that time, 4,800,000 veterans had applied for education or training.

On October of last year there were only 75,000 veterans in training under both laws. Since then the increase has been much more rapid than was expected. During this October alone 761,000 veterans entered or re-entered training—650,000 entered institutional training alone. This brought the total number of veterans in training up to a total of 2,000,000. The estimate made on the basis of a survey conducted in the Army at the time the "G.I. Bill" was enacted was that approximately 1,000,000 men would pursue education or training under that law. Experience to date indicates that approximately 4,000,000 veterans will pursue education or training under the two laws—400% over what was originally expected. Of the 2,000,000 now enrolled about 1,300,000 are in schools, about 1,000,000 in schools of higher learning and the balance in all types of schools below college level. Two million veterans who have applied have not yet entered into training. What per cent of these desire courses in schools and will represent a problem in education for veterans we do not know?

It is now anticipated that a peak load of at least 2,500,000 veterans in training will be reached during 1948-1949. This relatively high level, it is expected will continue for about one year and then is expected to decline. It is estimated that about 60% of these veterans will be in educational institutions of all levels.

For the veterans who are enrolled in schools, a few thousand have not received their first subsistence checks on time, because the veteran has not properly filled out necessary forms or because of failure on the part of the veteran's school or the Veterans Administration to meet obligations. Only through cooperative effort of all concerned is it possible for this problem to be solved.

In the main, the reports from the schools, especially from school administrators, indicate that the attitude of the veterans is wholesome and stimulating to both faculty and to non-veteran students. Schools tell us that quite often it has been necessary to do away with some of the old traditions,—it has been found desirable to make revisions of curricula, and that the earnestness of purpose and the grades being

made by the veterans have rewarded the special effort schools have made to meet their needs.

In a recent letter to General Bradley, the Chairman of a National Committee on the education of veterans in colleges and universities stated:

"We have reviewed to date the progress in veterans' education and have given consideration to the current situation and the future. We are pleased to advise you on the basis of nation wide reports that everywhere veterans are proving to be a most wholesome influence in American college and university life. Their seriousness of purpose, their high ideals as a group, their excellent scholastic performance, and their good citizenship on the campuses augur well for the future of the nation."

PENNSYLVANIA'S APPROACH TO EMERGENCY EDUCATION

CHARLES A. FORD, Temple University, Coordinator for Area 1
of the Pennsylvania Area College Center Program

In the early spring of 1946, Pennsylvania's Governor Edward Martin, realizing that there was a large number of qualified college applicants unable to gain admission in established Pennsylvania colleges, asked the Department of Public Instruction to make a survey to determine the size of the excess. The survey seemed to indicate that there were approximately 25,000 more Pennsylvania people seeking admissions to colleges than could be accommodated in existing facilities. Many of these were ex-service people eligible for veterans' benefits under Public Laws 16 and 346. Many were recent high school graduates. Both groups were regarded as having earned the right to an opportunity for college education. As things stood the opportunity was not available—obviously something had to be done.

It is true that over the entire country unprecedented numbers have sought admission to colleges, and, unprecedented means have been taken to accommodate these people. Pennsylvania's problem of providing post war college opportunities differs from the rest of the country only in magnitude, and the ratio of excess students to available facilities may not be different at all.

You who are responsible for accreditation of college level work know better than I the variety of solutions offered and the level achieved. No doubt some emergency plans are excellent and readily acceptable, others are doubtful and still others are opportunistic and designed only to catch those who are not wise to the ways of colleges.

Governor Martin had no intention of offering sub-standard work as an opportunity in Pennsylvania, but clearly, his problem was complicated because the state has but one state university. Beyond this Pennsylvania's contribution to undergraduate higher education is limited to three state aided but privately operated universities and fourteen state teachers colleges. By the law the state teachers colleges are limited in scope. All other colleges at the undergraduate level are privately financed and privately operated. To do anything, required the cooperation of a great many people or an entirely new setup. Accordingly, Governor Martin wisely arranged a series of meetings of responsible educators to assist him in arriving at a solution to the problem. All Pennsylvania's accredited colleges, various secondary school people, and representatives of the Department of Public Instruction were present. Governor Martin presided.

There was considerable discussion at the meetings. The figure of 25,000 excess applicants was impressive. The colleges did not feel that they could expand so far but each was willing to do what it could in its own school. Although at least one college administrator seemed to feel that no special program should be undertaken, that point of view did not get support. At the other extreme was a proposal to set up a veterans college at Indiantown Gap. This suggestion was accepted but Indiantown Gap never became available. Thus, a middle of the road plan had to be found.

At about this time Temple University, under pressure to accept more and more students decided on a unique plan to expand its facilities. With the cooperation of the Philadelphia Board of Education, Temple obtained the use of one of Philadelphia's larger high schools as an off-campus college center. Temple uses the facilities after the high school day ends. That is, Temple starts its program at 3:00 p.m. The faculty is Temple's faculty. The students are regularly admitted to Temple University and take the same courses with the same future that they would have on the campus.

The Temple University plan attracted enough attention and was apparently so simple in operation that it was thought it might be used over the entire state to meet the needs of the large number of excess applicants.

However, the operation is not as simple as it seems in the telling. Joint use of facilities can produce friction, high school laboratories are not the equivalent of college laboratories, high school libraries are not college libraries, faculties cannot be extended indefinitely, qualified faculty is not endlessly available, and even if it were, the problem of faculty tenure after the peak might be embarrassing. Furthermore, however easily a university can care for additional freshmen, there are junior and senior years ahead which will require facilities that are not easily found.

In addition to these problems there is the ever present matter of finances. We all know that tuition does not pay the cost of college education. Expansion is not a bonanza for colleges but actually an expense and if uncontrolled, may ultimately be detrimental.

Because of these general factors, and others important in local situations, it was agreed that the Commonwealth should take care of the expansion beyond that which the colleges and universities were able to do. It was felt that a state program could provide opportunity without the obligation of individual colleges.

Accordingly, the Pennsylvania Area College Center program was born in July 1946. The program was put under the Department of Public Instruction with Dr. Robert Steele, President of the State Teachers College at California, Pennsylvania, named Coordinator for

the State. The State was then divided into nine areas and a coordinator was appointed for each. I am the coordinator for Area One, which includes Philadelphia and the four surrounding counties in the southeastern portion of Pennsylvania.

Each area has been allowed to proceed independently, and what is true of one area may or may not be true of another. The common elements are found in those factors that have to do with the financial end of the program. Fees, tuition, veterans contracts, salaries, leases, etc., are the same. Course offerings, admission requirements, faculty selection, college calendar, and similar problems are solved locally.

These local solutions have varied widely. Some areas were able to get all of their potential students into existing colleges. Others, because there were too few applicants or because the students were too scattered were unable to do anything.

Area admission requirements also vary with the college customs in the Area. The course offerings vary with the local demand and facilities. Because of these variations, what I have to say will concern only the development in Area One. The same features may or may not be found in other Areas.

To get started in Area One, a meeting of the college and university presidents in Area One was called. Practically all attended themselves, the others sent suitable representatives. The general plan was discussed and an advisory committee was appointed to assist the Coordinator in establishing and directing the program. Dr. Paul H. Musser, Provost of the University of Pennsylvania, was named Chairman. Other members were appointed to represent various interests such as Engineering, Liberal Arts, Sectarian Schools, Public schools and Teachers Colleges. A total of seven members constitute the Advisory Committee. At the first meeting of the Advisory Committee each member was given an additional field for consultation. For instance, one was concerned with admission requirements, one with facilities, one with curriculum, etc. Dr. Musser acted with me on general policy matters. And may I say at this point that I have never before had such wholehearted and sustained help from a committee. Each member has assumed responsibilities and has cooperated in all aspects of the program.

Among the first decisions made by the Committee was that the program offered must be representative of the standards of the colleges of the area. This decision was based on the fact that sooner or later many of these students would seek and find their way into various colleges and their preparation must be adequate. Consequently, it was also decided that no courses would be offered where satisfactory faculty and facilities could not be obtained.

Our next problem was to estimate the number who might enroll. We had no reliable data so we proceeded by first contacting Regional and Branch Offices of the Veterans Administration. They had no reliable data either, but guessed that the problem was not "how many would attend" but rather "how many could be cared for". They thought that however sizable the facilities, they could easily be filled. When pressed for a number, they suggested that five to seven thousand would certainly take part if we could accept that many. Verification of this number was sought from other agencies. The Marines Rehabilitation office estimated 1,000 to 1,500 ex-Marines alone would enroll.

The Veterans Information Center agreed with the Veterans Administration about numbers. Soon the counsellors and principals of various veterans high schools began to call about the large number of students they would send to the emergency centers.

The college registrars in the area also visualized very large numbers of enrollees based, of course, on the number of applicants they were rejecting.

We then sent a letter to each of the secondary school principals, city and county superintendents and headmasters of private schools in the area to ask how many college grade students they had who would participate. Although the State Coordinator had estimated that about half of our students would be non-veterans, the high school people, with few exceptions, reported that their recent graduates had been admitted to established colleges in sufficiently high numbers that no real need for emergency colleges existed. Most of these people disclaimed knowledge of the veterans needs.

This was a startling discovery and later proved to be true. We immediately scaled down our estimate to not more than 3,000.

However, we publicized the program by direct mail to all who were refused admission in any of the colleges of the area, to all whose names were sent in by high school principals, and to all who were known by Veterans Advisory services to be seeking college admission. These mailings amounted to about 7,000 pieces. They consisted only of a statement that a program for college freshmen would be offered and that a return of the attached card would bring them the information about its details. About two thousand of these were returned. Follow-up information and application blanks were sent to each.

Newspaper publicity and occasional radio talks further publicized the program, and ultimately there were 4,232 requests for information and applications.

Our Advisory Committee met repeatedly and individual members were consulted from time to time to establish the basic policies of admissions, curriculum, courses, facilities, and all of the other endless details of setting up a college in three months. Everyone cooperated thoroughly. Public and private school facilities far in excess of our needs were offered at cost of maintenance or gratis. The Veterans Administration worked hand in glove with us. They publicized our program to individuals who sought college admissions, kept us advised of how we should proceed to meet the legal requirements and even helped in our newspaper publicity work. The University administrations maintained a high interest and did everything they could to facilitate our work. Veterans advisory services referred people to us and even did direct mail work in our behalf. All in all it has been a heartwarming experience to see such sustained and active interest in a project.

With this much background concerning how we have set ourselves in motion I shall proceed to statements of policy and decisions without further review of the mechanism involved in establishing the policy or decision. In all policy matters the committee as a whole or individual members have been consulted. When decision had to be made in the absence of consultations, they were made. The committee was later informed and approval obtained. In addition to this the minutes of all committee meetings have been sent to all college presidents in our area so that they too may be fully informed of our decisions, mode of operation, and current status.

Conferences with college registrars in the area plus the first thousand inquiries seemed to show a need for curricula in four colleges: Liberal Arts, including pre-professional; School of Business; Engineering; and Teachers College. We agreed to offer freshman subjects only and to keep the course offerings at the minimum number consistent with the usual requirements in these fields. This meant ten subject fields had to be covered. These are: accounting, biology, chemistry, economics, engineering drawing, English, foreign languages, history, mathematics, and political science. There is nothing startling about these offerings—all are standard freshman subjects and taught as such universally.

After setting up our subject fields we called on the colleges of the area for some *real* cooperation. Each college was asked to nominate a member of its teaching staff to head one of the departments. Without going into details of how it was done may it be said that despite staff shortages on all campuses the heads were nominated and appointed. We are therefore fortunate to be able to say that every one of our department heads is a staff member of the same department in one of the universities in our area.

By this simple device we feel that we have done much to assure that the standards of the emergency colleges are in accord with those of colleges in the Philadelphia area. Each head has the approval of his own college president for our job. Each represents his own college point of view at our meetings and further he is representative of emergency colleges on his home campus.

Our department heads have the following responsibilities: 1. To prepare or adapt a syllabus for each course in his department; 2. To obtain approval of each syllabus by the department heads of other colleges in the area; 3. To select his faculty; 4. To supervise his faculty; 5. To prescribe examinations for the courses; and 6. To select textbooks to be used. These are not unusual duties, but in our case the basic idea is to prescribe an approved course and then to see that it is done as prescribed. We well know that closely supervised courses may not be the most inspired courses—but at least they can be made to cover the basic material of the course, and content can be assured.

Recruiting the teaching staff was in some ways a major problem. However, our hours of operation and our location in a populous area with large colleges, good public and private schools and important industries combined to make it possible to get a representative instructional staff. Our science lecturers are all lecturers in the same courses in colleges of the area. In engineering drawing almost our entire staff teach the same subject in local engineering colleges. Smaller proportions of our laboratory and non-technical staff are college teachers, yet 23% have Doctorates and 55% have Masters Degrees. Several others have two degrees with one in law or a C.P.A. or something similar.

So far as secondary teachers are concerned, we have tried to have one or two members of the local high school staff in each department of the college. This seemed reasonable because each department needed someone who knew the details of the school's facilities. The secondary school people we hired were frequently department heads and always people with long experience and recommended highly. At one time or another many have taught evening or summer classes for accredited colleges either in Philadelphia or elsewhere.

As practically all of our faculty is part time, we were concerned about the teaching load carried by each person. Our rule is that no one shall teach more than two courses for us if he has a full-time position elsewhere. I know of no violation of this rule and many teach but one course for us. We were particularly careful not to

raided the part-time teaching staffs of other schools, and in no case would we take a man if he were to quit another institution for our position.

I know you are interested in our salary schedule. It is not based on academic rank because we have nothing of the sort. It is based on degrees and teaching experience only. Our minimum is \$5.25 a teaching hour. This is for those with only a Bachelors degree regardless of length of experience or for Masters with less than five years' teaching experience. Masters with five or more years' experience or Doctors with less than ten get \$6.50 per hour. Doctors with ten or more years may get a top of \$7.50. Of course, laboratory assistants get less than this and department heads receive more.

This schedule is in line with the part-time pay in the Philadelphia area, and has proven adequate to recruit a representative freshman teaching staff.

Our student book supply problem was handled relatively easily. With the approval of the Veterans Administration Branch Office, we contracted with one book dealer to establish a book store in each college and further to use his resources and know-how in obtaining the books and supplies selected by the department heads. Despite freight embargos, strikes, and our bad estimates of numbers we had practically all necessary books and supplies including drawing instruments within the second week of opening.

Course requirements were set at the most usual standards for colleges of the area. This, of course, meant that our requirements differed in some respect from almost every other college. This was of necessity true because the colleges differ from each other. To cover these differences in course requirements we put a paragraph in our catalog explaining that there were variations and that the student should "familiarize himself with the admission requirements of the college of his choice in addition to the ones listed. If the student does not meet the entrance requirements of the college to which he applies after his work in the Pennsylvania Area College Centers, he will not be accepted by that college. Admission to an Area Center does not guarantee nor does it imply that later the student will be accepted by any other college. Each college admits or rejects applicants as it sees fit and the possession of minimum requirements is no guarantee of admission."

We have tried very hard indeed to make sure that none of our students feel assured of acceptance as a transfer. Obviously we will do everything possible and reasonable to further his chances, but we have not tried to give him the comfort of assurance. Further-

more, we have consistently advised him to go to an established college if he can get in. We opened after all other colleges in the Area to be sure that all who could be accepted by established colleges were so accepted. We have explained and the other colleges have explained that transfer will undoubtedly be a serious problem.

We accepted any applicant in the upper two fifths of his high school class without further examination. Applicants in the lower three quintiles were required to take the ACE college aptitude and the Iowa Silent Reading tests, unless tests taken at other colleges or Veterans Administration clinics clearly established his ability level. In drawing the acceptance or exclusion line on the test scores plus high school record, plus choice of curriculum, we were guided largely by the recommendations of the registrars of the area. Acceptance or exclusion was a qualitative matter in which test scores were only one element. We quite likely took some students who would have been rejected by some colleges even in normal times, but our aim was to make college available if the applicant had a reasonable chance of success. We felt that the judgment in doubtful cases should be settled in favor of giving the student his opportunity. If he fails—he has at least had the chance to try.

Now please do not interpret this statement to mean low admission standards. The distribution of high school records does have a slight shift to the lower end by the very nature of our operation. All other colleges had prior choice, you know. Even so, we do have a representative group with top fifth high school records and a reasonable distribution of others. Our instructors with college experience have repeatedly said that the students are representative college students and that they are doing excellent work.

Our tuition is \$300 per year with additional fees for registration, health service, library, student activities, and laboratory courses, so that the annual cost is approximately \$360. This price will probably make this freshman program self-supporting—but if not—deficit appropriations will be passed by the state legislature.

Our three colleges use the facilities of three high schools and two vocational schools. Two colleges are in Philadelphia and one is in Chester. The Philadelphia colleges are called Martin College and Rittenhouse College. Martin is housed in Central High School which is one of the most modern and best equipped secondary schools in the state. Rittenhouse College is housed in the Fleisher Vocational and the Benjamin Franklin High Schools, which are also used as the veterans high school. Our center in the Chester High School is called Sproul College.

Engineering drawing facilities at Martin College were inadequate so Drexel Institute permitted us to use their facilities for these classes.

The school libraries are surprisingly good in basic collections, and the inter-library loan privileges in Philadelphia are excellent. Even so we plan to supplement existing facilities with about \$15 per student in new accessions. Our library staff is composed of experienced librarians who are conducting an active program to familiarize students with the library as an aid to college work.

The extra curricular program includes student government, clubs, publications, and recreational activities as desired.

Classes are somewhat smaller than those of most established colleges this year. English sections are set at twenty, math and social sciences at twenty-five, laboratory sections at twenty-four, etc. We hope in this way to personalize our instruction just a bit and thereby make up for some of our other deficiencies.

Our colleges operate from three in the afternoon until nine at night five days a week. Thus, our students reverse the usual college day. They study during the day and attend classes in the evening.

We have no religious, sex, or racial quotas. Neither do we exclude students because of where they live, but each must provide his own living arrangements. Our entrance requirements are as written and there are no hidden factors.

Assignment to one college or another is on the basis of convenience for the student. The only exception to this is that all women students are assigned to Rittenhouse College. The course offerings are the same at all of the colleges.

Our enrollment for our first semester is 1979. This as you see is considerably less than the five to seven thousand we were told to anticipate. In many ways it is a good sign. It means that the established colleges did a tremendous job of expansion. But the expansion which I applaud also means that transfer will be more difficult for students from emergency colleges everywhere. There simply is no room for transfers.

This is too bad. The future of the individual student is largely dependent upon his performance in the Area College plus his future college ambitions. The best of them will undoubtedly find places in the colleges in the community. But what of the average student? Where can he go?

As it stands we are accredited by the Commonwealth of Pennsylvania's Department of Public Instruction and in a fashion we are accredited by the colleges of Pennsylvania. I say "in a fashion"

because the colleges have agreed to accept our credits if they accept our students. We have also been approved by the Navy for V-5 training and have enrolled some students for that program.

At the meeting of your "Commission on Institutions of Higher Education" our request for recognition was given a favorable decision. A resolution was passed which permits accredited colleges to accept credits without criticism from our colleges and other emergency colleges if established by state departments of public instruction or by accredited colleges. This is not accreditation but serves a similar purpose in that it makes state boundaries less of a barrier.

We are authorized to operate for one year only and the authority for our existence is not a legislative act. We were created on the basis of the war-time emergency powers of the Governor, but, our existence may be extended by a legislative act. Currently it seems that such action must be taken if these students are to have an academic future.

We feel sure that our program is worth the time and effort of students. We are following established college patterns. We are not experimental—we are not attempting anything new or different. Except for time and place of classes we are standard, traditional—old fashioned even. Our students are college students—ambitious college students who are unwilling to wait a year or more to get what they can get now. Eighty-five percent of them are veterans. As you know Veterans are somewhat older than usual freshmen. Many are married, some have children. Time is important to them. The question is—shall they be penalized because there are so many of them that old line colleges cannot take them either now or in the near future? The decision does not rest with the emergency colleges, but rather with established colleges and the various political subdivisions of the country.

**MIDDLE STATES ASSOCIATION OF COLLEGES
AND SECONDARY SCHOOLS**

LIST OF ACCREDITED COLLEGES

JANUARY 1, 1947

The original list was adopted in 1921. In the case of colleges subsequently approved the date of approval is given. Engineering schools were first included in 1927, Junior Colleges in 1932, and Teachers Colleges in 1937. The city following the name of the college is the post office, as listed in the U. S. Postal Guide.

Accreditation is based upon the "Principles and Standards for Accrediting Institutions of Higher Education" as adopted by the Middle States Association in November 1941. Copies may be obtained from the Secretary of the Commission.

COLLEGE	LOCATION	HEAD
DELAWARE		
Delaware State College for Colored Students ....(1945)	Dover	Howard D. Gregg
University of Delaware	Newark	William S. Carlson
DISTRICT OF COLUMBIA		
American University ....(1928)	.....	Paul F. Douglass
Catholic University of America..	.....	Rt. Rev. Msgr. P. J. McCormick
Dunbarton College .....(1940)	.....	Sister Mary Frederick
George Washington University..	.....	Cloyd Heck Marvin
Georgetown University ..(1922)	.....	Rev. Lawrence C. Gorman
Howard University .....	.....	Mordecai W. Johnson
Trinity College .....	.....	Sister Catherine Dorothea
Washington Missionary College. (1942)	.....	Benjamin G. Wilkinson
MARYLAND		
College of Notre Dame of Maryland	Baltimore 10	Sister Mary Frances
Goucher College	Baltimore 18	David Allan Robertson
Hood College	Frederick	Henry Irvin Stahr
Johns Hopkins University	Baltimore 18	Isaiah Bowman
Loyola College	Baltimore 12	Edward B. Bunn, S.J.
Morgan State College ....(1925)	Baltimore	D. O. W. Holmes
Mount St. Mary's College.(1922)	Emmitsburg	Rev. John J. Sheridan
St. Joseph's College	Emmitsburg	V. Rev. Francis J. Dodds, C.M.
University of Maryland	College Park	Harry Clifton Byrd
Washington College ....(1925)	Chestertown	Gilbert W. Mead
Western Maryland College	Westminster	Fred Garrigus Holloway
Woodstock College and College of the Jesuit Novitiate (1944)	Woodstock	Rev. Joseph C. Glose
NEW JERSEY		
College of St. Elizabeth	Convent	Sister Marie Jose Byrne
Drew University	Madison	Arlo Ayres Brown
Georgian Court College..(1922)	Lakewood	Mother Mary John
New Jersey College for Women..	New Brunswick	Margaret Trumbull Corwin
Newark College of Engineering.. (1934)	Newark	Allan R. Cullimore
Princeton University	Princeton	Harold Willis Dodds
Rutgers University	New Brunswick	Robert Clarkson Clothier
St. Peter's College	Jersey City	Rev. Vincent J. Hart
Seton Hall College ....(1932)	South Orange	Rev. James F. Kelley
Stevens Institute of Technology.. (1927)	Hoboken	Harvey N. Davis
University of Newark (merged with Rutgers University July 1, 1946)	Newark	Robert Clarkson Clothier
Upsala College	East Orange	Rev. Evald Benjamin Lawson

COLLEGE	LOCATION	HEAD
NEW YORK		
Adelphi College	Garden City	Paul Dawson Eddy
Alfred University	Alfred	Jack E. Walters
Bard College	Annandale-on-Hudson	Charles Harold Gray
Barnard College	New York City 27	Millicent Carey McIntosh
Brooklyn College	Brooklyn 10	Harry D. Gideonse
Canisius College	Buffalo	V. Rev. Timothy J. Coughlin
Clarkson College of Technology. (1927)	Potsdam	John A. Ross, Jr.
Colgate University	Hamilton	Everett N. Case
College of the City of New York	New York City 31	Harry N. Wright
College of Mount St. Vincent	New York City 63	Sister Catharine Marie
College of New Rochelle	New Rochelle	Rt. Rev. Francis W. Walsh
College of St. Rose	Albany	Rev. Edmund F. Gibbons
Columbia University	New York City 27	Nicholas Murray Butler
Cooper Union	New York City 3	Edwin S. Burdell
Cornell University	Ithaca	Edmund E. Day
D'Youville College	Buffalo	Mother Grace of the Sacred Heart
Elmira College	Elmira	William S. A. Pott
Fordham University	New York City	Rev. Robert I. Gannon
Good Counsel College	White Plains	Rev. Mother Aloysia
Hamilton College	Clinton	David Worcester
Hobart College	Geneva	John Milton Potter
Hofstra College	Hempstead, L. I.	John Crawford Adams
Houghton College	Houghton	Stephen W. Paine
Hunter College	New York City 21	George N. Shuster
Keuka College	Keuka Park	Katherine Gillette Blyley
Manhattan College	New York City 63	Brother Bonaventure Thomas
Manhattanville College of the Sacred Heart	New York City 27	Mother Eleanor M. O'Byrne
Marymount College	Tarrytown	Mother M. Theresa Dalton
Nazareth College	Rochester	Rev. Mother Rose Miriam
New York University	New York City 3	Harry Woodburn Chase
Niagara University	Niagara Falls	Rev. Joseph M. Nonan
Notre Dame College of Staten Island	Staten Island	Mother St. Egbert
Polytechnic Institute of Brooklyn (1927)	Brooklyn 2	Harry S. Rogers
Queens College	Flushing	Paul J. Klapper
Rensselaer Polytechnic Institute.. (1927)	Troy	William Otis Hotchkiss
Russell Sage College	Troy	Helen M. McKinstry, Acting President
St. Bonaventure's College.(1924)	St. Bonaventure	Thomas Plassmann
St. John's University	Brooklyn 6	V. Rev. Wm. J. Mahoney, C.M.
St. Joseph's College for Women.. (1928)	Brooklyn 6	William T. Dillon
St. Lawrence University	Canton	Eugene Garrett Bewkes
Sarah Lawrence College..(1937)	Bronxville	Harold Taylor
Siena College	Loudonville	Rev. Mark Kennedy, O.F.M.
Skidmore College	Saratoga Springs	Henry T. Moore
Syracuse University	Syracuse	William Pearson Tolley
Union College	Schenectady	Carter Davidson
University of Buffalo	Buffalo	Samuel P. Capen
University of Rochester	Rochester	Alan C. Valentine
Vassar College	Poughkeepsie	Sarah Gibson Blanding
Wagner Memorial Lutheran College	Staten Island	Walter Consuelo Langsam
Wells College	Aurora	Richard Leighton Greene
William Smith College	Geneva	John Milton Potter

COLLEGE	LOCATION	HEAD
PENNSYLVANIA		
Albright College	Reading	Harry V. Masters
Allegheny College	Meadville	John Ritchie Schultz, Acting President
Beaver College	Jenkintown	Rev. Raymond M. Kistler
Bryn Mawr College	Bryn Mawr	Katharine McBride
Bucknell University	Lewisburg	Herbert Lincoln Spencer
Carnegie Institute of Technology	Pittsburgh	Robert E. Doherty
Cedar Crest College	Allentown	Dale H. Moore
College of Chestnut Hill	Philadelphia	Sister Maria Kostka
College Misericordia	Dallas	Sister Mary Pierre
Dickinson College	Carlisle	William Wilcox Edel
Drexel Institute of Technology	Philadelphia 4	James Creese
Duquesne University	Pittsburgh	Raymond V. Kirk
Franklin and Marshall College	Lancaster	Theodore August Distler
Geneva College	Beaver Falls	McLeod M. Pearce
Gettysburg College	Gettysburg	Henry W. A. Hanson
Grove City College	Grove City	Wier C. Ketler
Haverford College	Haverford	Gilbert F. White
Immaculata College	Immaculata	Rt. Rev. Vincent L. Burns
Juniata College	Huntingdon	Calvert N. Ellis
Lafayette College	Easton	Ralph Cooper Hutchinson
LaSalle College	Philadelphia 41	Brother Dominic Luke
Lebanon Valley College	Annville	Clyde Alvin Lynch
Lehigh University	Bethlehem	Martin D. Whitaker
Lincoln University	Lincoln University P. O.	Horace Mann Bond
Marywood College	Scranton	Sister M. Sylvia
Mercyhurst College	Erie	Mother M. Borgia Egan
Moravian College (for Men)	Bethlehem	Rev. Raymond S. Haupert
Mount Mercy College	Pittsburgh	Mother M. Irenaeus Dougherty
Muhlenberg College	Allentown	Levering Tyson
Pennsylvania College for Women	Pittsburgh	Paul R. Anderson
Pennsylvania State College	State College	Ralph D. Hetzel
Rosemont College	Rosemont	Mother M. Cleophas
St. Francis College	Loretta	Rev. John P. J. Sullivan
St. Joseph's College	Philadelphia	Rev. John J. Long
St. Vincent College	Latrobe	R. Rev. Alfred Koch
Seton Hill College	Greensburg	James A. Wallace Reeves
Susquehanna University	Selinsgrove	G. Morris Smith
Swarthmore College	Swarthmore	John W. Nason
Temple University	Philadelphia	Robert L. Johnson
Thiel College	Greenville	William F. Zimmerman
University of Pennsylvania	Philadelphia 4	George Wm. McClelland
University of Pittsburgh	Pittsburgh	John G. Bowman
University of Scranton	Scranton	Rev. N. Coleman Nevils, S.J.
Ursinus College	Collegeville	Norman E. McClure
Villa Maria College	Erie	Sister M. Doloretta Thorn
Villanova College	Villanova	Rev. Francis X. N. McGuire
Washington & Jefferson College	Washington	James Herbert Case, Jr.
Westminster College	New Wilmington	Robert F. Galbreath
Wilson College	Chambersburg	Paul Swain Havens
PUERTO RICO		
Polytechnic Institute of Puerto Rico	San German, P. R.	Edward G. Seel
Univ. of Puerto Rico	Rio Piedras, P. R.	Jaime Benitez

LIST OF ACCREDITED JUNIOR COLLEGES

COLLEGE	LOCATION	HEAD
Alliance Junior College ..(1938)	Cambridge Sps., Pa.	John J. Kolasa
Bennett Junior College ..(1938)	Millbrook, N. Y.	Miss Courtney Carroll
Briarcliff Junior College..(1944)	Briarcliff Manor, N. Y.	Mrs. Ordway Tread
Bucknell University Junior College .....(1937)	Wilkes-Barre, Pa.	Eugene S. Farley, Director
Canal Zone Junior College .. (1941)	Balboa, C. Z.	Roger C. Hackett
Centenary Collegiate Institute ... (1932)	Hackettstown, N. J.	Hurst Robins Anderson
Concordia Collegiate Institute .. (1941)	Bronxville, N. Y.	Albert E. Meyer
Finch Junior College ....(1940)	New York City	Miss Jessica Cosgrave
Hershey Junior College...(1943)	Hershey, Pa.	A. G. Breidentine
Immaculata Junior College .. (1937)	Washington, D. C.	Sister St. Philomene
Junior College of Georgetown Visitation Convent....(1933)	Washington, D. C.	Sister M. Stephanie Shea
Keystone College ..(1936)	La Plume, Pa.	Blake Tewksbury
Mount Aloysius Junior College.. (1943)	Cressons, Pa.	Sister Marianna
Mount St. Agnes Junior College. (1937)	Mount Washington, Baltimore, Md.	Sister M. Xavier
Packer Collegiate Institute ... (1932)	Brooklyn, N. Y.	Paul David Shafer
St. Charles College ....(1939)	Cantonsville, Md.	Rev. George A. Gleason, S.S.
Williamsport-Dickinson Junior College ..(1934)	Williamsport, Pa.	Rev. John W. Long

LIST OF ACCREDITED TEACHERS COLLEGES

COLLEGE	LOCATION	HEAD
Miner Teachers College..(1944)	Washington, D. C.	Eugene A. Clark
New Jersey State Teachers College .....(1937)	Montclair, N. J.	Harry A. Sprague
New Jersey State Teachers College .....(1938)	Trenton, N. J.	Roscoe L. West
New York State College for Teachers .....(1938)	Albany, N. Y.	John M. Sayles, Acting President
State Teachers College ..(1939)	Shippensburg, Pa.	Albert Lindsay Rowland
State Teachers College....(1941)	Indiana, Pa.	J. M. Uhler, Acting President
State Teachers College ..(1942)	Mansfield, Pa.	James G. Morgan
State Teachers College ..(1943)	Slippery Rock, Pa.	Charles S. Miller
State Teachers College ..(1944)	Kutztown, Pa.	Q. A. W. Rohrbach
State Teachers College ..(1946)	West Chester, Pa.	Charles S. Swope
Wilson Teachers College..(1943)	Washington, D. C.	Walter E. Hager

(Communications may be sent to the Chairman, Mr. Frank H. Bowles, 321 University Hall, Columbia University, New York City 27, N. Y.)

LIST OF ACCREDITED SECONDARY SCHOOLS

JANUARY 1, 1947

(The date of first accreditation follows the name of the school. The city following the name of the school is the post office, as listed in the U. S. Postal Guide.)

Schools are accredited according to the procedures of the Cooperative Study of Secondary School Standards. Information concerning evaluation may be secured from the Cooperative Study of Secondary School Standards, 744 Jackson Place, N.W., Washington 6, D. C. or The Commission on Secondary Schools, 3622 Locust Street, Philadelphia 4, Pa.

SCHOOL	LOCATION	HEAD
DELAWARE		
Archmere Academy (Boys)..... (1941)	Claymont	Rev. Justin E. Diny, O.Praem.
Caesar Rodney Junior-Senior High School .....(1934)	Camden	William B. Simpson
Claymont Junior-Senior High School .....(1930)	Claymont	H. E. Stahl
Delaware State College Laboratory Senior High School (formerly Dela- ware State High School) .....(1931)	Dover	Mrs. Evelyn W. Easterly
Dover Junior-Senior High School .....(1930)	Dover	Byron W. Hartley
Georgetown Junior-Senior High School .....(1934)	Georgetown	Joseph D. Thomas
Harrington Junior-Senior High School .....(1932)	Harrington	Jacob C. Messner
Laurel Junior-Senior High School .....(1936)	Laurel	Charles P. Helm
Lewes Junior-Senior High School .....(1932)	Lewes	Richard A. Shields
Middletown Junior-Senior High School .....(1937)	Middletown	Ellis K. Lecrone
Milford Junior-Senior High School .....(1936)	Milford	Harold A. Shaterian
New Castle—William Penn High School .....(1934)	New Castle	Charles E. Smith
Newark Junior-Senior High School .....(1928)	Newark	Frederick B. Kutz
Saint Andrew's School (Boys) .....(1936)	Middletown	Rev. Walden Pell, 2d
Salesianum School for Boys..... (1944)	Wilmington 43, (801 West St.)	Rev. Thomas A. Lawless
Sanford Preparatory School of the Sunny Hills Schools (1938)	Hockessin	Mrs. Ellen Q. Sawin
Seaford High School .....(1930)	Seaford	Milman E. Prettyman
Smyrna—John Bassett Moore Junior-Senior High School.. (1928)	Smyrna	George W. Wright
Tower Hill School .....(1928)	Wilmington 73, (17th St. & Tower Rd.)	James S. Guernsey
Ursuline Academy (Girls) (1928)	Wilmington 19, (1106 Pennsylvania Ave., at Franklin St.)	Mother Mary Immaculata, O.S.U.
Wilmington—Alexis I. duPont Junior-Senior High School.. (1939)	Wilmington 67, (Kennett Pike)	Thomas W. Howie, Ed.D.
Wilmington—Friends School (1928)	Wilmington 284, (Alapocas Drive)	Wilmot R. Jones
Wilmington—Henry C. Conrad High School .....(1947)	Wilmington 177, (Woodcrest)	C. W. Cummings

SCHOOL	LOCATION	HEAD
<i>Wilmington Public High Schools:</i>		
Howard Junior-Senior High School	Wilmington 48 (13th & Poplar Sts.)	George A. Johnson
Pierre S. duPont Junior-Senior High School	Wilmington 276 (34th & VanBuren Sts.)	Ralph L. Talbot
Wilmington High School	Wilmington 16 (Delaware Ave. & Monroe St.)	Clarence A. Fulmer
	DISTRICT OF COLUMBIA	
Academy of the Holy Cross (Girls)	Washington 8 (2935 Upton St., N. W., Dunbarton Heights)	Sister Maria Regina, C.S.C.
Academy of Notre Dame (Girls)	Washington 2 (N. Capitol & K Sts., N. E.)	Sister Marie Claire, S.N.D.
Academy of the Sacred Heart (Girls)	Washington 10 (1621 Park Rd., N. W.)	Sister Marian, O.P.
Devitt School (Boys)..... (1928-43; 1946)	Washington 8 (2955 Upton St., N. W.)	Dwight C. Bracken
Georgetown Visitation Convent Schools (Girls)	Washington 7 (1500 35th St., N. W., Georgetown Heights)	Sister Margaret Mary Sheerin, Vis., B.V.M.
Gonzaga High School (Boys)	Washington 1 (27 Eye St., N. W.)	Rev. William F. Graham, S.J.
Holton-Arms School (Girls)	Washington 8 (2125 S St., N. W.)	Miss Sallie E. Lurton
Holy Trinity High School (Girls)	Washington 7 (36th & O Sts., N. W., Georgetown)	Sister Mary Irene, R.S.M.
Immaculata Seminary (Girls)	Washington 16 (4344 Wisconsin Ave., N. W.)	Sister Margaret Thomas, S.D.P.
Maret School (Girls)	Washington 8 (2118 Kalorama Rd., N. W.)	Mrs. Alice Parker Carson
Mount Vernon Seminary (Girls)	Washington 7 (2100 Foxhall Rd., N. W.)	Miss Helen C. Hastings
National Cathedral School (Girls)	Washington 16 (Wisconsin Ave. & Woodley Rd., N. W., Mount Saint Alban)	Miss Mabel B. Turner
Saint Albans, The National Cathedral School for Boys.. (1928)	Washington 16 (Massachusetts & Wisconsin Aves., N. W., Mount Saint Alban)	Rev. Albert H. Lucas
Saint Anthony High School..... (1938)	Washington 17 (12th & Lawrence Sts., N. E., Brookland)	Sister M. Juliana, O.S.B.
Saint Cecilia's Academy (Girls)	Washington 3 (601 E. Capitol St.)	Sister M. Rose Eileen, C.S.C.
Saint John's College High School (Boys)	Washington 5 (1225 Vermont Ave., N. W.)	Brother E. Leonard, F.S.C.
Saint Paul's Academy ...	Washington 9 (1421 Vee St., N. W.)	Sister Mary Clotile, C.S.C.
Sidwell Friends School, The ... (1928)	Washington 16 (3901 Wisconsin Ave., N. W.)	Howard W. Bartram

SCHOOL	LOCATION	HEAD
<i>Washington Public High Schools:</i>		
Anacostia Senior High School	Washington 20 (16th & R Sts., S. E., Anacostia)	Mrs. Opal H. Corkery
Armstrong High School (1929)	Washington 1 (O St. bet. 1st & 3rd, N. W.)	Francis A. Gregory
Calvin Coolidge Senior High School	Washington 11 (5th & Tuckerman Sts., N. W.)	Thomas J. Holmes
Francis L. Cardozo High School	Washington 1 (9th St. & Rhode Island Ave., N. W.)	Robert N. Mattingly
Paul Lawrence Dunbar High School	Washington 1 (1st & N Sts., N. W.)	Harold A. Haynes, Ed.D.
Theodore Roosevelt Senior High School	Washington 11 (13th & Upshur Sts., N. W.)	Miss May P. Bradshaw
Washington Central High School	Washington 9 (13th St. at Clifton St., N. W.)	Lawrence G. Hoover
Washington Eastern Senior High School	Washington 3 (17th & E. Capitol Sts.)	John Paul Collins
Washington Western Senior High School	Washington 7 (35th & R Sts., N. W.)	Nathaniel A. Danowsky
William McKinley Senior High School	Washington 2 (2d & T Sts., N. E.)	Frank C. Daniel
Woodrow Wilson Senior High School	Washington 16 (Nebraska Ave. & Chesapeake St., N. W.)	Thomas J. Nelson
Woodward School for Boys.....	Washington 6 (1736 G St., N. W.)	Leroy J. Maas
MARYLAND		
Academy of the Holy Names (Girls)	Silver Spring (711 Pershing Drive)	Sister Rose of Mary, S.H.N.
Annapolis High School...(1940)	Annapolis (Chase Ave. at Constitution Ave.)	Howard A. Kinhart, Ed.D.
Baltimore Friends School..(1928)	Baltimore 10 (5114 N. Charles St., Homeland)	Bliss Forbush
<i>Baltimore Public High Schools:</i>		
Baltimore City College	Baltimore 18 (33rd St. & the Alameda)	Philip H. Edwards, Ph.D.
Baltimore Eastern Senior High School	Baltimore 18 (33rd St. & Lock Raven Rd.)	Miss Laura J. Cairnes
Baltimore Polytechnic Institute	Baltimore 2 (North Ave. & Calvert St.)	Wilmer A. Dehuff
Baltimore Southern Junior-Senior High School. (1935)	Baltimore 30 (Warren Ave. & William St.)	John H. Schwatka

SCHOOL	LOCATION	HEAD
Baltimore Western Senior High School ....(1928-33; 1935)	Baltimore 17 (Pulaski St. & Gwynns Falls Parkway)	Miss Mildred M. Coughlin
Forest Park Senior High School (1928-32; 1936)	Baltimore 7 (Chatham Rd. & Eldorado Ave.)	Wendell E. Dunn
Frederick Douglass Senior-Junior High School.(1928)	Baltimore 17 (Calhoun & Baker Sts.)	Ralph W. Reckling
Patterson Park Junior-Senior High School .....(1940)	Baltimore 24 (Ellwood Ave. & Pratt St.)	Dr. Chester H. Katenkamp
Bel Air Senior-Junior High School .....(1938)	Bel Air (E. Gordon & Franklin Sts.)	Charles E. Harkins
Bethesda-Chevy Chase Senior High School .....(1931)	Bethesda 14	Thomas W. Pyle
Brunswick Junior-Senior High School .....(1928)	Brunswick	William B. Jones
Calvert Hall High School (Boys) (1928)	Baltimore 1 (320 Cathedral St. at Mulberry)	Brother E. James, F.S.C.
Catonsville High School..(1929)	Baltimore 28 (100 Block Bloomsbury Ave., Catonsville)	Reade W. Corr
<i>Cumberland Public High Schools:</i>		
Allegany Junior-Senior High School .....(1928)	Cumberland (616 Sedgwick St.)	Ralph R. Webster
Fort Hill Junior-Senior High School .....(1931)	Cumberland	Victor D. Heisey
Frederick High School ... (1928)	Frederick	Harry O. Smith
Gaithersburg Junior-Senior High School .....(1932)	Gaithersburg	Maxwell E. Burdette
Georgetown Preparatory School (Boys) .....(1928)	Garrett Park (Rockville Pike)	Rev. William F. Maloney, S.J.
Gilman Country School for Boys (1936)	Baltimore 10 (5407 Roland Ave., Roland Park)	Henry H. Callard
Glen Burnie High School..(1936)	Glen Burnie	Miss Louise Tod Motley
Greenwood School (Girls).....(1937)	Baltimore 4 (Boyce Ave., Ruxton)	Miss Mary A. Elcock
Hagerstown Senior High School (1928)	Hagerstown	John D. Zentmyer
Hannah Moore Academy (Girls) (1931)	Reisterstown	Miss Janet Ward
Landon School for Boys..(1936)	Washington 14, Bethesda P. O. (Wilson Lane, Edgemoor, Md.)	Paul L. Banfield
Loyola High School of Baltimore (Boys) .....(1933)	Baltimore 4 (Boyce Ave. & Chestnut Rd., Towson)	Rev. John A. Convery, S.J.
McDonogh School (Boys). (1928)	McDonogh	Major Louis E. Lamborn
Montgomery Blair Senior High School .....(1932)	Silver Spring, Box 430 (Wayne Ave. & Dale Drive)	Daryl W. Shaw
Mount Saint Agnes School (Girls) .....(1928)	Baltimore 9 (Mount Washington)	Sister Mary Josepha Higgins, R.S.M.

SCHOOL	LOCATION	HEAD
Mount Saint Joseph College High School (Boys) .....(1933)	Baltimore 29 .....(4403 Frederick Ave. at Yale Ave.)	Brother Bartholomew, C.F.X.
Notre Dame of Maryland Preparatory School (Girls).....(1928)	Baltimore 10 .....(N. Charles St., Roland Park)	Sister Mary Virginia, S.S.N.D.
Oldfields School (Girls) ..(1942)	Glencoe	Duncan McCulloch, Jr.
Park School of Baltimore, The..(1928)	Baltimore 15 .....(3025 Liberty Heights Ave.)	Hans Froelicher, Jr.
Richard Montgomery Junior-Senior High School... (1932)	Rockville	Eben M. Peek
Roland Park Country School for Girls	Baltimore 10 .....(817 W. University Parkway, Roland Park)	Miss Elizabeth M. Castle
Saint James School for Boys....(1930)	Lydia P. O.	Dr. Vernon Brown Kellett
Saint Joseph's High School (Girls) .....(1930)	Emmitsburg	Sister Zoe, D.C.
Saint Mary's Female Seminary..(1931)	Saint Mary's City	Miss M. Adele France
Saint Paul's School for Boys....(1947)	Baltimore 9 .....(2101 Rogers Ave.)	S. Atherton Middleton
Seton High School for Girls....(1931)	Baltimore 18 .....(2800 N. Charles St.)	Sister Adele, S.C.
Sherwood High School... (1932)	Sandy Spring	Sidney T. Lawler
Takoma Academy .....(1935)	Takoma Park 12, Md.	Wilton H. Wood
Towson High School ....(1942)	Baltimore 4 .....(Towson)	W. Horace Wheeler
Trinity Preparatory School (Girls) .....(1941)	Ilchester	Sister Mary Patrick, S.N.D.
West Nottingham Academy for Boys	Colora	J. Paul Slaybaugh
Wicomico High School ... (1932)	Salisbury	Clarence H. Cordrey
NEW JERSEY		
A. J. Demarest Senior High School	Hoboken	Arthur E. Stover
Abraham Clark Junior-Senior High School .....(1932)	(4th & Garden Sts.)	
Academy of Holy Angels (Girls) .....(1933)	Roselle	Albert S. Peeling
Academy of Saint Elizabeth (Girls) ....(1928-44; 1946)	Fort Lee	Sister M. Frances Therese, Ph.D., S.S.N.D.
Admiral Farragut Academy (Boys)	Convent Station	Sister Marie Josephine, S.C.
Asbury Park High School. (1928)	Pine Beach	Cyrus S. Radford
Atlantic City High School. (1939)	Asbury Park	Charles S. Huff
Atlantic Highlands High School. (1928)	Atlantic City .....(Albany & Atlantic Aves.)	Charles R. Hollenbach
Audubon Junior-Senior High School	Atlantic Highlands	Franklin S. Riley
Bayonne High School ....(1928)	Audubon	Miss Grace N. Kramer
Beard's School for Girls, Miss... (1928)	Bayonne	Dr. Walter F. Robinson
Belleville High School ... (1934)	Orange	Miss Sara C. Turner
Bergenfield Junior-Senior High School	(560 Berkeley Ave.)	Hugh D. Kittle
	Bergenfield	Paul L. Hoffmeister

SCHOOL	LOCATION	HEAD
Bernards High School ....(1928)	Bernardsville	W. Ross Andre
Blair Academy for Boys .(1928)	Blairstown	Benjamin D. Roman
Bloomfield Senior High School ..(1928)	Bloomfield	Harry M. Rice
Bogota High School .....(1928)	Bogota	Robert Pollison
Boonton High School ....(1928)	Boonton	Leslie A. E. Booth
Bordentown—William McFarland Senior High School ..(1929-33; 1935)	Bordentown	Miss Anna T. Burr
Bordentown Military Institute (Boys) ..(1928)	Bordentown	Harold Morrison Smith
Bound Brook High School. (1928)	Bound Brook	G. Harvey Nicholls
Bridgeton High School ... (1931)	Bridgeton	Harry C. Smalley
Butler High School .....(1945)	Butler	Eugene H. Van Vliet
Caldwell—Grover Cleveland High School .....(1928)	Caldwell	Richard M. Elsea
Camden Catholic High School ..(1934)	Camden	Sister Mary, RSM
(7th & Federal Sts.)		
<i>Camden Public High Schools:</i>		
Camden Senior High School ..(1928)	Camden	Carleton R. Hopkins
(Park Blvd. & Baird Ave.)		
Woodrow Wilson Senior High School ..(1947)	Camden	Everett B. Townsend, Ed.D.
(3100 Federal St.)		
Cape May High School ..(1928-32; 1938)	Cape May	Paul S. Ensminger
Carteret High School ....(1929)	Carteret	Miss Anna Drew Scott
Carteret School for Boys..(1928)	Orange	Roy S. Claycomb
(700 Prospect Ave., West Orange)		
Chatham High School ... (1939)	Chatham	Everett V. Jeter, Ph.D.
Cliffside Park Senior High School ..(1930)	Cliffside Park	Robert L. Burns, Ph.D.
Clifton High School ....(1928)	Clifton	Harold J. Adams
Closter Junior-Senior High School ..(1932)	Closter	C. F. Sailer
Collingswood Senior High School ..(1928)	Collingswood	Percy S. Eichelberger
Columbia Senior High School of South Orange and Maplewood ..(1928)	Maplewood	Frederic J. Crehan
(17 Parker Ave.)		
Cranford High School ... (1928)	Cranford	Ray A. Clement
Dover High School ....(1928)	Dover	William S. Black
Dumont High School ....(1939)	Dumont	Alfred W. Heath
Dunellen Junior-Senior High School ..(1938)	Dunellen	Wilbur F. Bolen
Dwight Morrow Senior High School ..(1928)	Englewood	George W. Paulsen
<i>East Orange Public High Schools:</i>		
Clifford J. Scott High School..(1940)	East Orange	Lemuel R. Johnston, Ph.D.
(129 Renshaw Ave.)		
East Orange High School ..(1928)	East Orange	Lewis B. Knight
(34 N. Walnut St.)		
East Rutherford High School ... (1938)	East Rutherford	George L. Dierwechter
<i>Elizabeth Public High Schools:</i>		
Battin Senior High School ....(1928)	Elizabeth 2	Miss Helen G. Paulmann
(South & S. Broad Sts.)		

SCHOOL	LOCATION	HEAD
Thomas Jefferson Senior High School (Boys) ....(1931)	Elizabeth 4 .....(East Scott Place)	Porter W. Averill
Englewood School for Boys ....(1934-37; 1940)	Englewood .....(363 E. Palisade Ave.)	Marshall L. Umpleby
Fairlawn Junior-Senior High School .....(1946)	Fairlawn	Milford Franks
(Miss) Fine's School for Girls ..(1940-41; 1946)	Princeton	Miss Shirley Davis
Flemington High School..(1928)	Flemington	Dr. Robert M. Wayman
Florence Township High School. ....(1945)	Florence	Miss Marcella L. Duffy
Fort Lee Junior-Senior High School .....(1931)	Fort Lee	Lewis F. Cole
Franklin Junior-Senior High School .....(1944)	Franklin	Ebert E. Hollobaugh
Freehold High School ....(1928)	Freehold	Miss Lillian F. Laufer
Garfield High School .....(1928-41; 1947)	Garfield	Austin Travers
Glassboro High School ... (1931)	Glassboro	Leon C. Lutz
Glen Ridge Senior High School.. ....(1928)	Glen Ridge	Alfred C. Ramsay
Gloucester City Junior-Senior High School (1928-33; 1936)	Gloucester City	Wendell Sooy
Hackensack Senior High School.. ....(1928)	Hackensack	Boutelle E. Lowe, Ph.D.
Hackettstown Senior High School .....(1930)	Hackettstown	William H. Weaver
Haddon Heights High School ... ....(1928)	Haddon Heights	Leonard B. Irwin, Ph.D.
Haddonfield Memorial High School .....(1930)	Haddonfield	Robert L. Foose
Hamilton High School ....(1943)	Trenton 10 .....(Park & S. Clinton Aves.)	Harvey A. Hesser
Hammonton High School..(1928)	Hammonton	Paul S. Gillespie
Harrison High School ... (1928)	Harrison	William F. Grant
Hartridge School (Girls)..(1933)	Plainfield	Miss Frances Hurley
Hasbrouck Heights High School. ....(1929)	Hasbrouck Heights	Clarence C. Hitchcock, Ph.D.
Hawthorne High School..(1936)	Hawthorne	George J. Geier
Hillside High School ....(1940)	Hillside	Alger Y. Maynard
Hightstown High School..(1928)	Hightstown	J. Harvey Shue
Hillside High School (formerly Hillside Senior High School). ....(1930)	Elizabeth 5 .....(1085 Liberty Ave., Hillside)	Ruhl L. Custer
Irvington High School... (1928)	Newark 11 .....(1253 W. Clinton Ave., Irvington)	Clarence E. Chamberlain
Jamesburg High School... (1942)	Jamesburg	Fred W. Evans
<i>Jersey City Public High Schools:</i>		
Henry Snyder High School... ....(1940)	Jersey City 5 .....(Bergen & Myrtle Aves.)	Emmett J. Campbell
James J. Ferris High School... ....(1940)	Jersey City 2 .....(123 Coles St.)	John O'Regan
Lincoln High School....(1928)	Jersey City 4 .....(Crescent Ave.)	Thomas H. Quigley
William L. Dickinson High School .....(1928)	Jersey City 6 .....(Newark & Palisades Ave.)	Frank J. McMackin, Ph.D.
Kearny High School.....(1928)	Arlington	George G. Mankey
	(Devon St., Kearny)	

SCHOOL	LOCATION	HEAD
Kent Place School (Girls)..... (1928-36; 1938)	Summit	Miss Harriet L. Hunt
Kimberley School for Girls..... (1947)	Montclair	Mrs. Helen Burtt Mason
Lakewood High School ...(1928)	Lakewood	Walter L. Haley
Lawrenceville School (Boys) ... (1928)	Lawrenceville	Allan Vanderhoef Heely
Leonia High School.....(1928)	Leonia	Carl W. Suter
Linden High School .....(1928)	Linden	Miss Lida M. Ebbert
Little Falls—Passaic Valley High School .....(1947)	Little Falls	Edward T. Schneider, Ed.D.
Lodi High School .....(1939)	Lodi	Anthony H. Della Penta
Long Branch Senior High School .....(1928)	Long Branch	Harmon M. Bradford
Lower Camden County Regional High School .....(1947)	Lindenwold	Joseph D. Moore
Lyndhurst High School....(1930)	Lyndhurst	Edmund Burke
Madison High School ...(1928)	Madison	Ward Shoemaker
Manasquan High School..(1935)	Manasquan	Dr. Marion C. Woolson
Merchantville High School... (1932)	Merchantville	Edwin A. Willard
Metuchen High School....(1928)	Metuchen	Elmo E. Spoerl
Middle Township High School.. (1928)	Cape May Court House	Harold E. Andrew
Middletown Township High School .....(1936)	Leonardo	William K. Megill
Millburn Junior-Senior High School .....(1928)	Millburn	Robert E. Faddis
Millville Memorial High School... 1928-35; 1943)	Millville	J. Harold Conner
Montclair—College High School of the State Teachers Col- lege at Montclair ....(1935)	Montclair	Arthur M. Seybold
Montclair Academy .....(1928)	Montclair	Walter D. Head
Montclair Senior High School... (1928)	Montclair	Harold A. Ferguson
Moorestown Friends' School.... (1928)	Moorestown	Chester L. Reagan
Moorestown High School... (1928)	Moorestown	Mary E. Roberts, Ph.D.
Morristown School (Boys).... (1933)	Morristown	Valleau Wilkie
Mount Holly High School..... (1928-35; 1938)	Mount Holly	Warren N. Butler
Mount Saint Dominic Academy (Girls) .....(1934)	Caldwell	Sister M. Germaine, O.P.
Mount Saint Mary's Academy (Girls) .....(1937)	Plainfield	Sister Mary Leonard, R.S.M.
Mountain Lakes Junior-Senior High School .....(1940)	Mountain Lakes	Hayden L. Schofield
Neptune Township High School... (1928)	Ocean Grove	Harry A. Titcomb
New Brunswick Senior High School .....(1928)	New Brunswick	Robert C. Carlson
Newark Academy (Boys). (1928)	Newark 7	Kenneth O. Wilson
<i>Newark Public High Schools:</i>		
Barringer High School .(1928)	Newark 4	Roger B. Saylor, Pd.D.
Barringer High School .(1928)		
Newark Central Commercial and Technical High School (1928)	Newark 4	Stanton A. Ralston
(345 High St.)		

SCHOOL	LOCATION	HEAD
Newark East Side Commercial and Technical High School (1928)	Newark 5 (238 Van Buren St.)	William V. Wilmot
Newark South Side High School (1933)	Newark 8 (80 Johnson Ave.)	Arthur W. Belcher
Newark Weequahic High School .....(1935)	Newark 8 (279 Chancellor Ave.)	Max J. Herzberg
Newark West Side High School .....(1929)	Newark 2 (425 S. Orange Ave.)	Edgar K. Dawson
Newton High School ....(1946)	Newton	Ralph M. Hutchison
North Arlington Junior-Senior High School .....(1944)	North Arlington	Frank J. Hurley
North Plainfield High School... (1928)	Plainfield (Greenbrook Rd., North Plainfield)	James Earl Solt
Nutley Senior High School.... (1928)	Nutley 10	Howard G. Spalding, D.Ed.
Ocean City Junior-Senior High School .....(1928)	Ocean City	George W. Meyer
Orange High School .....(1928)	Orange	Frank L. Yost
Palmyra High School ....(1930)	Palmyra	Miss C. Elizabeth McDonell
Park Ridge High School..(1930)	Park Ridge	Mrs. May Emmons Hallett
Passaic Senior High School.... (1928)	Passaic	Oollo A. Kennedy
<i>Paterson Public High Schools:</i>		
Paterson Central High School... (1928)	Paterson 1 (Hamilton St.)	Joseph F. Manley
Paterson Eastside High School (1928)	Paterson 3 (Market St. & Park Ave.)	Ellsworth Tompkins
Paulsboro High School (1928-33; 1936)	Paulsboro	Phillip Q. Stumpf
Peddie School, The (Boys) (1928)	Hightstown	Dr. Wilbour Eddy Saunders
Pemberton High School...(1935)	Pemberton	Eric Groezinger
Pennington School for Boys.... (1930-35; 1937)	Pennington	J. Rolland Crompton, D.D.
Perth Amboy High School.(1928)	Perth Amboy	James F. Chalmers
Pingry School, The (Boys) (1928)	Elizabeth 3 (87 Parker Rd.)	E. Laurence Springer
Pitman High School.....(1928)	Pitman	Henry B. Cooper
Plainfield High School ...(1928)	Plainfield	Waldo J. Kindig
Point Pleasant Beach High School (1939)	Point Pleasant	Martin H. Cronlund
Pompton Lakes High School.... (1943)	Pompton Lakes	Harry H. Pratt
Princeton Junior-Senior High School .....(1932)	Princeton	Ted B. Bernard, Ph.D.
Prospect Hill School (Girls)... (1928)	Newark 4 (346 Mount Prospect Ave.)	Albert A. Hamblen, Ph.D.
Rahway High School....(1933)	Rahway	Ralph N. Kocher
Ramsey High School....(1939)	Ramsey	Guy W. Moore
Red Bank Catholic High School.. (1934)	Red Bank	Sister Mary Eleanor, R.S.M.
Red Bank Senior High School... (1928)	Red Bank	Harry C. Sieber
Ridgefield Park High School.... (1930)	Ridgefield Park	Frederic K. Shield
Ridgewood Senior High School... (1928)	Ridgewood	Ellis D. Brown

SCHOOL	LOCATION	HEAD
Roselle Park High School. (1928)	Elizabeth P. O. (Grant Ave., West, Roselle Park)	G. Hobart Brown
Roxbury High School ....(1938)	Succasunna	Mrs. Verna R. Allen
Rumson Junior-Senior High School	Rumson	Frank L. Weinheimer
Rutgers Preparatory School, The (Boys)	New Brunswick	Stanley Shepard, Jr.
Rutherford Senior High School.. (1928-35; 1940)	Rutherford	Wilmot H. Moore
Saint Benedict's Preparatory School (Boys)	Newark 2	Rev. Charles Carroll, O.S.B.
(1935)	(520 High St.)	
Saint John Baptist School (Girls) (1935)	Mendham	Sister Jane Patricia, C.S.J.B.
Saint Mary's Hall (Girls)..... (1936)	Burlington	Miss Florence Lukens Newbold
Saint Peter's College High School (Boys)	Jersey City 2	Rev. Paul J. Swick, S.J.
(1930)	(144 Grand St.)	
Sayreville High School ... (1946)	Sayreville	Crawford V. Lance
Scotch Plains High School. (1932)	Scotch Plains	Robert Adams, Jr.
Seton Hall Preparatory School (Boys)	South Orange	Rev. William J. Duffy
(1931)	(400 South Orange Ave.)	
Somerville High School..(1928)	Somerville	R. T. Jacobsen
Stevens Hoboken Academy.... (1935; 1937)	Hoboken	Alfred J. Wiesmann
(266 Fifth St.)		
Summit Senior High School..... (1934)	Summit	Albert J. Bartholomew
Swedesboro High School..(1928)	Swedesboro	Walter H. Hill
Teaneck Junior-Senior High School	Teaneck	Charles L. Steel, Jr.
Tenafly Junior-Senior High School	Tenafly	Burt Johnson
(1928)	Trenton 8	Sister Mary Barbara, R.S.M.
Trenton Cathedral High School (Girls)	(Bank St. & Chancery Lane)	
Trenton Central Senior High School	Trenton 9	Paul R. Spencer, Ph.D.
(1928)	(Hamilton Ave. & Chambers St.)	
<i>Union City Public High Schools:</i>		
Emerson High School... (1929)	Union City	Joseph J. Maney
(318 18th St.)		
Union Hill High School. (1928)	Union City	Harry S. Stahler
(3800 Hudson Ave. at 38th St.)		
Union County Regional High School (formerly Jonathan Dayton Regional High School)	Springfield	Warren W. Halsey
(1942)	Elizabeth 3	Miss Margaret S. Cummings
Vail-Deane School (Girls)	(618 Salem Ave.)	
(1928)		
Verona—Henry P. Whitehorne Junior-Senior High School... (1947)	Verona	William H. Sampson
Vineland High School....(1936)	Vineland	Miss Mary E. Rossi
Washington High School..(1934)	Washington	Eugene J. Bradford
Weehawken Senior High School.. (1928)	Union City	Urban W. Chase
(Liberty Place, Weehawken)		

SCHOOL	LOCATION	HEAD
West Orange Senior High School (1928)	West Orange	Raymond E. Hearn
Westfield Senior High School... (1928)	Westfield	Dr. Frank N. Neubauer
Westwood Junior-Senior High School .....(1939)	Westwood	Charles S. Muschell
Wildwood High School... (1931)	Wildwood	William V. Young
Woodbridge High School. (1928)	Woodbridge	John P. Lozo, Ph.D.
Woodbury High School... (1928)	Woodbury	Lloyd L. Lammert
Wood-Ridge Junior-Senior High School .....(1943)	Wood-Ridge .. (Hackensack St.)	Maurice A. Coppens
Woodstown High School.. (1928)	Woodstown	Herman Ragg, Jr.
NEW YORK		
A. B. Davis Senior High School.. (1932)	Mount Vernon	James A. Cullen
Academy of Mount Saint Vincent. (1944)	Bronx 63, New York City .. (Tuxedo Park)	Sister Mary, Ph.D., S.C.
Adelphi Academy .....(1928)	Brooklyn 5, New York City (282 Lafayette Ave.)	Harold C. Amos
Albany Academy (Boys), The... (1928)	Albany 2 .. (Academy Rd.)	Harry E. P. Meislahn
Albany Academy for Girls (1928)	Albany 6 .. (155 Washington Ave.)	Miss Rhoda Harris
Albany High School.....(1939)	Albany 3 .. (141 Western Ave.)	Harry E. Pratt, Pd.D.
Allendale School (Boys)..(1943)	Rochester 10 .. (Allen's Creek Rd.)	Hollis Scofield
Aquinas Institute of Rochester (Boys) .....(1928)	Rochester 13 .. (1127 Dewey Ave.)	Rev. Wm. J. Duggan, C.S.B.
Barnard School for Boys.(1928)	Bronx 63, New York City .. (4410 Cayuga Ave., W. 244th St. at Fieldston)	Carrington Raymond
Barnard School for Girls. (1930)	Bronx 33, New York City.. (554 Ft. Washington Ave.)	Mrs. Margaret D. Gillette
Bay Shore High School... (1928)	Bay Shore	Warde G. McLaughlin
Berkeley Institute .....(1928)	Brooklyn 17, New York City (181 Lincoln Place)	Miss Ina C. Atwood
Binghamton Central High School (1928)	Binghamton	Edward T. Springmann
Birch Wathen School ... (1936)	Manhattan 25, New York City (149 West 93rd St.)	Harrison W. Moore
Bronxville Senior High School... (1945)	Bronxville	Miss Edith M. Penney
Brooklyn Friends School..(1928)	Brooklyn 2, New York City (112 Schermerhorn St.)	Warren B. Cochran
Brooklyn Preparatory School... (1928)	Brooklyn 25, New York City (1150 Carroll St.)	Rev. Harold X. Folser, S.J.
Buffalo Seminary, The (Girls)... (1928)	Buffalo 9 .. (203 Bidwell Parkway)	Miss L. Gertrude Angell, Ped.D.
Calhoun School, The (Girls)... (1928)	Manhattan 25, New York City (309 West 92d St.)	Miss Elizabeth Parmelee
Canisius High School of Buffalo (1928)	Buffalo 3 .. (651 Washington St.)	Rev. Lorenzo K. Reed, Ph.D.
Cathedral School of Saint Mary (Girls) .....(1928)	Garden City	Mrs. Marion B. Reid Marsh
Chaminade High School... (1946)	Mineola	Louis J. Faerber, S.M.
Chapin School, The .....(1928)	Manhattan 28, New York City (100 East End Ave.)	Miss Ethel G. Stringfellow

SCHOOL	LOCATION	HEAD
Collegiate School for Boys. (1928)	Manhattan 24, New York City (241 West 77th St.)	Wilson Parkhill
Columbia Grammar School (1928)	Manhattan 25, New York City (5 West 93rd St.)	Frederic A. Alden
Columbia School of Rochester, The (Girls) .....(1940)	Rochester 7 (22 S. Goodman St.)	Mrs. Della E. Simpson
Corning Free Academy... (1928)	Corning	Wilbur T. Miller
Cortland Junior-Senior High School .....(1929)	Cortland	John H. Burke
De Veaux School (Boys)... (1928)	Niagara Falls	Rev. Wm. Stuber Hudson
Dobbs Ferry Junior-Senior High School .....(1935)	Dobbs Ferry	William Z. Lindsey
Drew Seminary for Young Women .....(1928)	Carmel	Rev. Philip S. Watters
Dwight School .....(1928)	Manhattan 16, New York City (72 Park Ave.)	Ernest Greenwood
Eastchester Junior-Senior High School .....(1941)	Tuckahoe (White Plains Post Rd. at Stewart Place)	Douglas S. MacDonald
Emma Willard School (Girls).. (1928)	Troy	{Miss Anne Wellington {Miss Clemewell Lay
Female Academy of the Sacred Heart (Kenwood) (Girls).. (1928)	Albany 2	Mother Margaret O'Rourke, R.S.C.J.
Fieldston School of the Ethical Culture Schools .....(1928)	Bronx 63, New York City .. (Fieldston Rd. & Spuyten Duyvil Parkway)	Luther H. Tate
Fordham Preparatory School (1928)	Bronx 58, New York City .. (East Fordham Rd.)	Rev. Charles A. Matthews, S.J.
Franklin School (Boys) ..(1928)	Manhattan 24, New York City (18 West 89th St.)	{David P. Berenberg {Clifford W. Hall
Fredonia High School ....(1928)	Fredonia	Howard R. Bradley
Garden Country Day School (1935)	Queens, New York City (33-16 79th St., Jackson Heights, Flushing)	Otis Preston Flower
Geneva High School ....(1928)	Geneva	Louis M. Collins
Goodyear-Burlingame School (Girls) .....(1929)	Syracuse 3	Gordon D. Smith
Great Neck Junior-Senior High School .....(1928)	Great Neck	Ruel E. Tucker
Hackley School .....(1933)	Tarrytown	Mitchell Gratwick, M.D.
Harley School .....(1932)	Rochester 10	Lawrence W. Utter
Hastings-on-Hudson Junior- Senior High School ..(1928)	(1981 Clover St., R.F.D. No. 1)	
Hempstead High School ..(1935)	Hastings-on-Hudson	Floyd D. Newport
Holy Angels Academy ... (1946)	Hempstead	Raymond Maure, Ed.D.
(70 Greenwich St.)	Buffalo 14	Sister Regina Marie, G.N.S.H.
Horace Mann School for Boys, The .....(1928)	(24 Shoshone Drive)	Charles C. Tillinghast, Ed.D.
Horace Mann-Lincoln School.... (1934)	Manhattan 63, New York City (231 West 246th St.)	Dr. Donald B. Cottrell
Hornell Junior-Senior High School .....(1928)	Manhattan 27, New York City (425 West 123rd St.)	
	Hornell	Edward W. Cooke

SCHOOL	LOCATION	HEAD
Hudson High School (1928)	Hudson (Box 17)	John T. Kaemmerlen
Huntington High School .. (1928)	Huntington	Robert L. Simpson
Ithaca High School (1928)	Ithaca	Frank R. Bliss
Johnstown Senior High School .. . (1929)	Johnstown	William A. Wright
Kew-Forest School (1928)	Queens, New York City (119-17 Union Turnpike at Austin St., Forest Hills)	James L. Dixon, Ed.D.
Knox School, The (1930)	Cooperstown	Mrs. Louise Phillips Houghton
La Salle Military Academy .. . (1936)	Oakdale	Brother Brendan
Lawrence High School ... (1933)	Lawrence	Cecil H. MaHood
Locust Valley—Friends Academy .. . (1928)	Locust Valley	Merrill L. Hiatt
Long Beach High School .. (1934)	Long Beach	Richard Maher
Loyola School	Manhattan 28, New York City (980 Park Ave. at 83rd St.)	Rev. C. Justin Hanley, S.J.
McBurney School	Manhattan 23, New York City (5 West 63rd St.)	Thomas Hemenway
Mamaroneck High School .. (1934)	Mamaroneck	Joseph C. McLain
Manhasset High School .. (1928)	Manhasset	Kendall B. Howard
Manhattan—Friends Seminary .. . (1928)	Manhattan 3, New York City. (15 Rutherford Place)	Alexander H. Prinz
Manlius School	Manlius	Howard I. Dillingham
Marcellus Central High School .. . (1934)	Marcellus	Chester S. Driver
Marymount Secondary School (Girls)	Tarrytown	Mother Gertrude Cain, R.S.H.M.
Masters School, The	Dobbs Ferry	Mrs. Elliott Speer
Middletown High School.. (1938)	(120 Grand Ave.)	Frederic P. Singer
Millbrook School for Boys. (1942)	Middletown	Edward Pulling
Monticello High School .. (1936)	Millbrook	Kenneth L. Rutherford
Mount Saint Joseph Academy ... (1934)	Monticello	Sister Rose Agnes, Ph.D., S.S.J.
Mount Saint Mary Academy .. . (1932)	Buffalo 8	Sister Mary Vincent, O.P.
Nazareth Academy	(2064 Main St.)	Sister M. Hubertine, S.S.J.
New York City Public High Schools:	Newburgh	
Bronx Borough:	Rochester 13	
DeWitt Clinton High School (1928)	(1001 Lake Ave.)	
Evander Childs High School .. . (1928)	Bronx 63, New York City.. (100 West Mosholu Park- way, South)	A. Mortimer Clark
James Monroe High School .. . (1928)	Bronx 67, New York City.. (800 East Gunhill Rd.)	Hymen Alpern, Ph.D.
Theodore Roosevelt High School	Bronx 59, New York City.. (1300 Boynton Ave. at 172d St.)	Henry E. Hein, Ph.D.
Walton High School.. (1928)	Bronx 58, New York City.. (500 East Fordham Rd.)	William W. Rogers
Brooklyn Borough:	Bronx 63, New York City.. (Reservoir Ave. & W. 195th St.)	Marion C. Heffernan, Ph.D.
Brooklyn Boys High School.. . (1928)	Brooklyn 16, New York City (832 Marcy Ave.)	Alfred A. Tausk

SCHOOL	LOCATION	HEAD
Brooklyn Manual Training High School ....(1928)	Brooklyn 15, New York City (237 7th Ave.)	William M. Barlow
Brooklyn Technical High School (1928)</td <td>Brooklyn 1, New York City (29 Fort Greene Place)</td> <td>William Pabst</td>	Brooklyn 1, New York City (29 Fort Greene Place)	William Pabst
Bushwick High School (1928)	Brooklyn 27, New York City (400 Irving Ave.)	Milo F. McDonald, Ph.D.
Erasmus Hall High School .. (1928)	Brooklyn 26, New York City (911 Flatbush Ave.)	John F. McNeil, Ph.D.
James Madison High School (1928-30; 1936)	Brooklyn 29, New York City (3787 Bedford Ave.)	Max Newfield
Prospect Heights High School (formerly Brooklyn Girls Commercial High School (1928)	Brooklyn 25, New York City (833 Crasson Ave. at Union St.)	Miss Edna Ficks
Thomas Jefferson High School (1928)</td <td>Brooklyn 7, New York City (399 Pennsylvania Ave. at Dumont Ave.)</td> <td>Ludwig Kaphan</td>	Brooklyn 7, New York City (399 Pennsylvania Ave. at Dumont Ave.)	Ludwig Kaphan
<i>Manhattan Borough:</i>		
George Washington High School (1928)</td <td>Manhattan 33, New York City (192d St. & Audubon Ave.)</td> <td>Arthur A. Boylan</td>	Manhattan 33, New York City (192d St. & Audubon Ave.)	Arthur A. Boylan
Haaren High School... (1929)	Manhattan 19, New York City (899 10th Ave. at 59th St.)	Arthur Franzen
Hunter College Junior-Senior High School of the City of New York ....(1929)	Manhattan 21, New York City (930 Lexington Ave.)	Jean F. Brown, Ph.D.
Julia Richman High School.. (1928)	Manhattan 21, New York City (317 East 67th St.)	Miss Marion D. Jewell
Straubenmuller Textile High School (1929)</td <td>Manhattan 11, New York City (351 West 18th St.)</td> <td>H. Norman Ford</td>	Manhattan 11, New York City (351 West 18th St.)	H. Norman Ford
Stuyvesant High School, Peter (1939)	Manhattan 3, New York City (345 East 15th St.)	Fred Schoenberg
<i>Queens Borough:</i>		
Flushing High School. (1928)	Queens, New York City.... (Northern Boulevard & Union St., Flushing)	John V. Walsh, Ph.D.
Grover Cleveland High School (1936)</td <td>Queens 27, New York City.. (2127 Himrod St., Ridgewood)</td> <td>Charles A. Tonsor, Ph.D.</td>	Queens 27, New York City.. (2127 Himrod St., Ridgewood)	Charles A. Tonsor, Ph.D.
Jamaica High School. (1928)	Queens 3, New York City.. (168th St. & Gothic Drive)	Abraham Deutsch
Newtown High School..... (1928)	Queens, New York City... (48-01 90th St., Elmhurst, L. I.)	Alfred S. Roberts
<i>Richmond Borough:</i>		
Curtis High School... (1928)	Richmond Borough, New York City (Hamilton Ave. & Saint Marks Place, Staten Island 1)	John M. Avent
New York Military Academy (Boys) (1932)</td <td>Cornwall-on-Hudson</td> <td>Col. H. M. Scarborough</td>	Cornwall-on-Hudson	Col. H. M. Scarborough
Newark High School.....(1928)	Newark	Norman R. Kelley
Nichols School of Buffalo, The (Boys) (1928)</td <td>Buffalo 16</td> <td>Philip M. B. Boocock (Amherst & Calvin Sts.)</td>	Buffalo 16	Philip M. B. Boocock (Amherst & Calvin Sts.)

SCHOOL	LOCATION	HEAD
Nightingale-Bamford School, The (Girls) .....(1938)	Manhattan Borough 28, New York City (20 East 92d St.)	Miss Maya Stevens Bamford
Northport High School... (1929)	Northport (Laurel Ave.)	Miss Adelheid M. M. Kaufmann
Northwood School (Boys). (1928)	Lake Placid Club	Ira A. Flinner, Ed.D.
Nott Terrace Senior High School. (1943)	Schenectady 8	Clarence E. Hinckley
Oakwood School .....(1939)	Poughkeepsie	William J. Reagan
Oneonta Senior High School... (1928-30; 1935)	Oneonta	Charles A. Belden
Oswego High School....(1932)	Oswego	Ralph M. Faust
Our Lady of Mercy High School (1946)	Rochester 10 (1437 Blossom Rd.)	Sister M. Francesca, R.S.M.
Packer Collegiate Institute, The (High School Dept.). (1928)	Brooklyn 2, New York City (170 Joralemon St.)	Paul David Shafer, Ph.D.
Park School of Buffalo..... (1928-34; 1944)	Buffalo 21 (115 North Harlem Rd., Snyder)	M. Adolphus Cheek, Jr.
Pelham Memorial High School .. (1928)	Pelham 65	William W. Fairclough
Pleasantville High School. (1935)	Pleasantville	Carlton W. Clough
Polytechnic Preparatory Country Day School, The.....(1928)	Brooklyn 9, New York City.. (92d St. & 7th Ave., Dyker Heights)	Joseph Dana Allen, Litt.D.
Port Washington Senior High School .....(1933)	Port Washington	William F. Merrill
Regis High School (Boys) (1928)	Manhattan 28, New York City (55 East 84th St.)	Rev. Charles T. Taylor, S. J.
Riverdale Country School for Boys .....(1928)	Bronx 63, New York City.. (Fieldston Rd. & 252d St., Riverdale-on-Hudson)	Frank S. Hackett
Riverdale Country School for Girls .....(1943)	Bronx 63, New York City.. (249th St. & Palisade Ave., Riverdale-on-Hudson)	Miss Miriam D. Cooper
<i>Rochester Public High Schools:</i>		
Benjamin Franklin High School .....(1934)	Rochester 5	Roy L. Butterfield
Charlotte High School..... (1928-32; 1934)	(950 Norton St.)	Glenn M. Dennison
Edison Technical and Industrial High School .....(1947)	Rochester 12	Howard S. Bennett
Jefferson High School... (1945)	(4115 Lake Ave.)	Arnold B. Swift
John Marshall High School... (1928)	Rochester 5	C. Willard Burt
Madison High School... (1939)	(725 Clifford Ave.)	Frank M. Jenner
Monroe High School... (1929)	Rochester 6	William Earl Hawley
Rochester East High School.... (1928)	(Edgerton Park)	William C. Wolgast
Rochester West High School... (1928)	Rochester 13	Charles H. Holzwarth, Ph.D.
	(180 Ridgeway Ave.)	
	Rochester 11	
	(101 Epworth St.)	
	Rochester 7	
	(164 Alexander St.)	
	Rochester 7	
	(410 Alexander St.)	
	Rochester 11	
	(501 Genesee St.)	

SCHOOL	LOCATION	HEAD
Rockville Center Southside Junior-Senior High School .. (1946)	Rockville Center	J. Dale McKibben
Rye Country Day School..(1928)	Rye .. (Boston Post Rd. & Cedar St.)	Morton Snyder
Rye High School .. (1928-32; 1935)	Rye .. (Parsons St.)	Wayne L. Lowe
Saint Agnes School for Girls.... (1932)	Albany 4 .. (Loudenville Rd.)	Miss Blanche Pittman
Saint John's Preparatory School.. (1934)	Brooklyn 6, New York City (82 Lewis Ave.)	Rev. John P. Cotter, C.M.
Saint Joseph's Normal Institute (Boys) (High School Dept.) (1942)	Barrytown	Brother Augustine, F.S.C.
Saint Mary's School, Mount Saint Gabriel (Girls). (1928)	Peekskill	Miss Harriet S. Sheldon
Saint Paul's School.....(1928)	Garden City	Walter R. Marsh
Saint Walburga's Academic School (Girls) .....(1928)	Manhattan 31, New York City (630 Riverside Drive)	Mother Mary Elizabeth, S.H.C.J.
Scarborough School .....(1928)	Scarborough	Cornelius B. Boocock
Scarsdale High School....(1942)	Scarsdale	Lester W. Nelson
Sewanhaka High School..(1935)	Floral Park .. (Tulip & Covert Aves.)	Alva T. Stanforth, Ph.D.
Sherburne Central Junior-Senior High School .....(1928)	Sherburne	Albert L. Bonner
Spence School (Girls)....(1935)	Manhattan 28, New York City (22 East 91st St.)	Mrs. Dorothy Brockway Osborne
Staten Island Day School, The.. (1928)	Richmond Borough, New York City .. (45 Wall St., Staten Island 1, New Brighton)	Harold Ely Merrick
Stony Brook School, The..(1928)	Stony Brook	Frank E. Gaebelein, Litt.D.
Suffern School of the Holy Child (1947)	Suffern .. (Lafayette Ave.)	Mother Mary Ursula, S.H.C.J.
Trinity School .....(1935)	Manhattan 24, New York City (139 West 91st St.)	Matthew Edward Dann
Tuckahoe High School....(1938)	Tuckahoe Village 7	Edward A. Sinnott
Ursuline School of New Rochelle, The .....(1930)	New Rochelle .. (1354 North Ave.)	Mother Marie Louise, O.S.U.
Valley Stream Central Junior- Senior High School... (1934)	Valley Stream	Paul T. Wohlsen
Waverly Senior High School.... (1930)	Waverly .. (Elm St.)	Luther B. Adams
Wellsville High School... (1928)	Wellsville	Alvin R. Dunbar
Woodmere Academy ....(1928)	Woodmere	Horace M. Perry, Ph.D.
Xavier High School, The, of the College of St. Francis Xavier (1928)	Manhattan 11, New York City (30 West 16th St.)	Rev. Thomas J. Doyle, S.J.
PANAMA CANAL ZONE		
Balboa High School .....(1929)	Balboa Heights .. (704 Roosevelt Ave.)	Sigurd E. Esser
Cristobal Senior High School ... (1929)	Cristobal .. (Drawer GG)	Theodore F. Hotz

SCHOOL	LOCATION	HEAD
PENNSYLVANIA		
Abington Friends School ..(1935)	Jenkintown	J. Folwell Scull
Abington Township Senior High School ..(1928)	Abington	Eugene B. Gernert
Academy of Notre Dame de Namur (Girls) ..(1930)	Villanova ..(Sproul Rd., Route 320)	Sister Evelyn Marie, S.N.D.
Academy of the Sacred Heart (Girls), Eden Hall ..(1928)	Philadelphia 14 ..(Grant Ave. bel. Frankford, Torresdale)	Mother M. Teresa Hill, R.S.C.J.
Academy of the Sisters of Mercy (Girls) ..(1931)	Philadelphia 21 ..(Broad St. & Columbia Ave.)	Sister Mary de la Salle, S.M.
Agnes Irwin School, The (Girls) ..(1936)	Wynnewood ..(Lancaster Pike & Clothier Rd.)	{Mrs. Anne F. Bartol {Miss Edith H. Murphy
Allentown Central Catholic High School ..(1944)	Allentown ..(4th & Chew Sts.)	Rev. Henry J. Huesman
Allentown Senior High School ..(1932)	Allentown ..(17th & Turner Sts.)	Clifford S. Bartholomew
Altoona High School ....(1931)	Altoona	Joseph N. Maddocks
Ambler Junior-Senior High School ..(1928)	Ambler	Earl T. Baker
Ambridge Senior High School ..(1931)	Ambridge ..(909 Duss Ave.)	Joseph M. Benkert, Ph.D.
Aspinwall High School ..(1930)	Pittsburgh 15 ..(4th St. & Virginia Ave., Aspinwall)	C. A. Sherman
Avalon High School ..(1930)	Pittsburgh 2 ..(721 California Ave., Avalon)	Charles A. Evans
Avon-Grove Joint Consolidated Junior-Senior High School ..(1933)	West Grove (R.D.)	Hugh C. Morgan
Avonworth Junior-Senior High School ..(1934)	Pittsburgh 2 ..(200 Dickson Ave., Ben Avon)	Warren Hollenback
Baldwin School, The (Girls) ..(1928)	Bryn Mawr	Miss Rosamund Cross
Baldwin Township Junior-Senior High School ..(1943)	Pittsburgh 27 ..(376 Clairton Rd.)	W. C. Brandtonies
Bangor Junior-Senior High School ..(1936)	Bangor	Donald B. Keat
Barrett Township High School ..(1937)	Cresco	Andrew W. Lewis
Beaver Falls Senior High School ..(1930)	Beaver Falls	Lawrence D. Smith, Ph.D.
Beaver High School ..(1928)	Beaver	Charles S. Linn
Bedford High School ..(1936)	Bedford	Eugene K. Robb, Ed.D.
Bellevue High School ..(1928)	Pittsburgh 2 ..(435 Lincoln Ave., Bellevue)	Robert H. Ruthart
Bensalem Township Junior-Senior High School ..(1932)	Cornwell Heights	Miss Cecelia Snyder
Bethlehem—Liberty Senior High School ..(1947)	Bethlehem	H. Frank Hare
Biglerville High School ..(1928)	Biglerville	L. V. Stock
Blairsville High School ..(1929)	Blairsville	Nevin Montgomery
Boyertown Junior-Senior High School ..(1933)	Boyertown	Lawrence E. Grim
Bradford Senior High School ... (1928)	Bradford	George A. Bell

SCHOOL	LOCATION	HEAD
Brentwood Junior-Senior High School .....(1943)	Brentwood Park, Pittsburgh 27 .....(3501 Brownsville Rd.)	Samuel E. McDonald
Bristol High School .....(1933)	Bristol	David L. Hertzler
Brookville Junior-Senior High School .....(1928)	Brookville	Albert T. Henry
California Senior High School ..(1934)	California	William H. First
Camp Hill Junior-Senior High School .....(1928-33; 1943)	Camp Hill	Fred C. Bower
Canton Borough Junior-Senior High School .....(1928)	Canton	John P. Livezey
Carlisle Junior-Senior High School .....(1930)	Carlisle	Mark N. Burkhart
Carson Long Institute (Boys) ... (1929)	New Bloomfield	Edw. L. Holman
Cecilian Academy, The (Girls) . (1942)	Philadelphia 19 .....(138-144 West Carpenter's Lane, Mt. Airy)	Sister Saint Ursula, S.S.J.
Chambersburg High School ....(1941)	Chambersburg	Ralph I. Schockey
Charleroi Senior High School ... (1929)	Charleroi	D. L. Glunt
Cheltenham Township Senior High School .....(1928)	Philadelphia 17 .....(High School Rd. & Montgomery Ave., Elkins Park)	Howard W. Fields
Chester High School ....(1945)	Chester	Karl E. Agan
Clairton Senior High School ....(1928)	Clairton	E. F. Stabler, Ph.D.
Clarks Summit and Clarks Green Joint High School ... (1928)	Clarks Summit	Arthur E. Minnier
Clearfield Senior High School ... (1936)	Clearfield	W. Howard Mead
Clifton Heights Junior-Senior High School .....(1941)	Clifton Heights	Russell L. Williams
Coatesville High School ..(1928)	Coatesville	William Muthard
Collingdale Senior High School .. (1934)	Collingdale	Harry H. Mercer
Convent School of the Sacred Heart (Girls) .....(1930)	Philadelphia 31 .....(City Line & Haverford Rd., Overbrook)	Mother Helen Fitzgerald, R.S.C.J.
Coraopolis Senior High School .. (1929)	Coraopolis	H. E. Houtz
Crafton Borough High School .. (1928)	Pittsburgh 5 .....(Crafton Blvd.)	Edwin B. Leaf
Darby Junior-Senior High School .....(1928)	Darby	J. Wallace Saner
Dormont High School ....(1928)	Pittsburgh 16 .....(Annapolis Ave., Dormont)	C. E. Glass
Downington Junior-Senior High School .....(1935)	Downington	Samuel M. Evans
Doylestown Borough High School .....(1929)	Doylestown	Arthur T. Reese
DuBois Senior High School .....(1929)	DuBois	Elton J. Mansell
East Donegal Township High School .....(1947)	Maytown	J. Wade Bingeman, D.Ed.
East Pittsburgh Junior-Senior High School .....(1936)	East Pittsburgh	William McCune

SCHOOL	LOCATION	HEAD
East Stroudsburg Senior High School	East Stroudsburg	Ralph O. Burrows
(1935) East Washington High School	Washington	Arlton G. Grover
(1928) Easton High School	Easton	Elton E. Stone
Ebensburg-Cambria High School	Ebensburg	E. M. Johnston
(1932) Ellis College for Education of Fatherless Girls (High School), Charles E.	Newtown Square	Arnold E. Look, Ph.D.
(1936) Ellis School, The	Pittsburgh 13	Miss Marjorie Llewellyn Tilley
(1928) Episcopal Academy, The..(1928)	(4860 Ellsworth Ave.) Philadelphia 31	Greville Haslam
	(City Line & Berwick Rd., Overbrook)	
<i>Erie Public High Schools:</i>		
Academy High School..(1928)	Erie	John W. Ray
Erie East High School..(1930)	(29th at State St.)	W. Edwin Coon
Strong Vincent High School ... (1931)	Erie	H. D. Leberman
Fleetwood Junior-Senior High School	Fleetwood	Matthew J. A. Smith
Ford City Junior-Senior High School	Ford City	Paul N. Marsh
Forty Fort Junior-Senior High School	Wilkes-Barre	Frank W. Walp
(1932) (1930) (1930)	(Forty Fort)	
Freeland Mining and Mechanical Institute (Boys)	Freeland	Lambert E. Broad
(1929-31; 1936)		
George School	George School	George A. Walton
Germantown Academy (Boys) .. (1928)	Philadelphia 44	Samuel E. Osbourn
	(S. W. Cor. School Lane & Greene St., Germantown)	
Germantown Friends School (1928)	Philadelphia 44	Burton P. Fowler
	(Germantown Ave. & Coulter St., Germantown)	
Gettysburg High School ..(1930)	Gettysburg	G. W. Lefever
Girard College (High School) .. (1928)	Philadelphia 21	D. Montford Melchior, Pd.D.
	(Corinthian & Girard Aves.)	
Glen-Nor Junior-Senior High School	Glenolden	Russell E. Bamberger
(1931)	Greensburg	Samuel W. Jacobs
Greensburg High School..(1930)	Birmingham	{Thomas Campbell Grier {Miss Dorothy Bornhold
Grier School, The ..(1928)	Hamburg	John N. Land
Hamburg High School ...(1936)		
<i>Harrisburg Public High Schools:</i>		
John Harris Senior High School	Harrisburg	Horace G. Geisel, Ph.D., Ed.D.
(1928)	(25th & Market & Hale Sts.)	
William Penn Senior High School	Harrisburg	Harry De Wire
(1928)	(6th & Division Sts.)	
Hatboro Junior-Senior High School	Hatboro	Chester H. Barnes
(1943)	Haverford	Leslie Richard Severinghaus
Haverford School, The ..(1928)		
Haverford Township Senior High School	Havertown	Oscar Granger
(1928)	(Brookline, Upper Darby)	
Hawley High School ....(1936)	Hawley	Albert Haggarty

SCHOOL	LOCATION	HEAD
Hazleton Senior High School ... (1928)	Hazleton	Bruce F. Lamont
Hershey Industrial School. (1936)	Hershey (R.D. 2)	W. Allen Hammond
Hill School, The (Boys) ..(1928)	Pottstown	James I. Wendell
Hollidaysburg Senior High School (1939)	Hollidaysburg	J. Harry Henshaw
Holmquist School .....(1930)	New Hope	Charles C. Johnson
Homestead Senior High School .. (1931-37; 1944)	Homestead	Dwight H. Conner
Honesdale High School ..(1940)	Honesdale (1015 Church St.)	Paul Brock
Indiana High School ....(1928)	Indiana	Jesse A. Lubold
Jeannette High School ....(1932)	Jeannette	John Maclay
Jenkintown Borough Junior- Senior High School ..(1930)	Jenkintown	Requa W. Bell
Johnstown Central Senior High School .....(1930)	Johnstown (Cor. Somerset & Napoleon Sts.)	Charles E. Boyer
Kane High School .....(1928)	Kane	Paul R. Miller
Kennett Senior High School (1938)	Kennett Square	W. Earle Rupert
Kingston High School ....(1932)	Kingston	P. A. Golden
Kiskiminetas Springs School, The (Boys) .....(1929)	Saltsburg	L. M. Clark, Ed.Sc.D.
Kutztown Junior-Senior High School .....(1944)	Kutztown	Harry B. Yoder
La Salle High School (Boys) ... (1931)	Philadelphia 41 (20th St. & Olney Ave.)	Brother David, F.S.C.
Lancaster Catholic High School . (1936)	Lancaster (650 Juliette Ave., Rossmere)	Rev. Anthony F. Kane
Lancaster Country Day School (Girls) .....(1930)	Lancaster (120 N. Lime St.)	Robert H. Iglehart
Lancaster—John Piersol McCaskey Senior High School (1939)	Lancaster (N. Reservoir St.)	Benjamin B. Herr
Lansdale Senior High School ... (1931)	Lansdale	Herman L. Bishop
Lansdowne High School ..(1928)	Lansdowne (Essex & Green Aves.)	E. Carlton Abbott, Ph.D.
Latrobe High School ....(1928)	Latrobe	Mark N. Funk
Lawrence Park Junior-Senior High School .....(1939)	Erie (Morse St., Lawrence Park)	D. V. Skala
Lebanon Senior High School (1928)	Lebanon	C. E. Gaskins
Leetsdale Junior-Senior High School .....(1931)	Leetsdale	G. V. Bedison
Lehighton High School ... (1932)	Lehighton	H. G. Sensinger
Lewisburg High School ..(1947)	Lewisburg	Herbert E. Stover
Lewistown Junior-Senior High School .....(1936)	Lewistown	Ralph H. Maclay
Lincoln High School ....(1928)	Midland	David A. Snyder
Linden Hall Seminary (Girls) .. (1928)	Lititz	F. W. Stengel, D.D.
Lititz Borough High School (1928)	Lititz	Melvin H. Brubaker
Lock Haven Senior High School . (1931)	Lock Haven	Reagan I. Hoch
Lower Merion Senior High School .....(1931)	Ardmore	George H. Gilbert

SCHOOL	LOCATION	HEAD
McKeesport High School .(1943)	McKeesport (Bailey & Cornell Sts.)	Howard C. McElroy, Ph.D.
Mahanoy City High School (1943)	Mahanoy City (500 E. Center St.)	Howard C. Amour
Malvern Preparatory School (Boys) (1945)	Malvern	Rev. Francis L. Dennis, O.S.A.
Manheim Boro Junior-Senior High School .....(1928)	Manheim	D. W. Wittmer
Manheim Township High School (1935)	Neffsville	Arthur R. Ott
Manor-Millersville High School. (1929)	Millersville	A. Landis Brackbill
Marywood Seminary .....(1928)	Scranton 9 (2300 Adams Ave.)	Sister Mary Eugenia, Ph.D., I.H.M.
Mater Misericordiae Academy .. (1928)	Merion Station	Sister Agnes Mary, R.S.M.
Mauch Chunk Junior-Senior High School .....(1930)	Mauch Chunk (Centre & Pine Sts.)	Miss Mary F. Bevan
Mauch Chunk Township Junior- Senior High School...(1928)	Nesquehoning (90 E. Catawissa St.)	Robert W. Steventon
Mechanicsburg Junior-Senior High School .....(1932)	Mechanicsburg	J. G. Haggerty
Media Junior-Senior High School (1933)	Media (State & Monroe Sts.)	John K. Barrall
Mercersburg Academy, The..... (1928)	Mercersburg	Charles S. Tippetts, Ph.D.
Mercyhurst Seminary, Girls (1933)	Erie	Sister M. Gabriel, R.S.M.
Milford Junior-Senior High School .....(1928)	Milford	Ira C. Markley
Millcreek Senior High School ... (1930)	Erie	B. A. Goodrich
Milton S. Hershey Junior- Senior High School...(1935)	Hershey	George D. Lange
Minersville High School..(1932)	Minersville	William J. Murphy
Mohnton High School ....(1940)	Mohnton	Charles O. Metcalf
Monaca Senior High School.... (1939)	Monaca	Eudore G. Groleau
Moravian Preparatory School ... (1934)	Bethlehem	J. Walter Gapp
Moravian Seminary for Women (1942)	Bethlehem	Miss Naomi L. Haupert
Morrisville High School..(1932)	Morrisville	E. Leonard Caum
Mount Joy Borough Junior- Senior High School...(1928)	Mount Joy	W. I. Beahm
Mount Lebanon Senior High School	Pittsburgh 16	James D. Shaner
Mount Penn Junior-Senior High School	Reading	Roscoe H. Ward
Mount Pleasant High School (1933)	(25th & Filbert Sts.,Mt. Penn	G. Clifford Singley, D.Ed.
Mount Saint Joseph Academy... (1928)	Mount Pleasant	Mother Denis Marie, S.S.J.
Muhlenberg Township Junior- Senior High School ..(1931)	Philadelphia 18	Kermit H. Schmehl
Munhall Junior-Senior High School	(Chestnut Hill) Laureldale	Max W. Wherry

SCHOOL	LOCATION	HEAD
Nazareth Senior High School.... (1937)	Nazareth	Miss Florence L. Nicholas
Nether Providence Township Junior-Senior High School .. (1936)	Wallingford	Park A. Hess
New Cumberland High School .. (1932)	New Cumberland	S. P. Bomgardner
New Holland Junior-Senior High School .....(1934)	New Holland	John T. Auld
New Kensington High School... (1928)	New Kensington	H. B. Weaver, Ph.D.
Newport Township High School (1936)	Wanamie	John Kanyuck
Newtown Boro Junior-Senior High School .....(1945)	Newtown	Miss Naomi Beaty
Norristown Senior High School.. (1928)	Norristown	Miss Emma E. Christian
(Markley St. & Coolidge Blvd.)		
North East Joint High School... (1937)	North East	E. C. Davis
North Wales High School.(1942)	North Wales	Miss Sydney E. Myers
Northampton Senior High School (1932)	Northampton	Norman Laub
Norwin Union Senior High School (1941)	Irwin	J. R. Worrall
Ogontz School for Girls..(1931)	Rydal	Abby A. Sutherland, Ph.D.
(Woodland Ave.)		
Oley Township High School.... (1940)	Oley	Frederick H. Stauffer
Otto Junior-Senior High School.. (1938)	Duke Center	Arthur E. Wilmarth
Our Lady of Mercy Academy... (1941)	Pittsburgh 13	Sister M. Gerald, R.S.M.
(3333 5th Ave.)		
Palmerton Junior-Senior High School	Palmerton	Donald W. Denniston
Penn Hall Preparatory School (Girls)	Chambersburg	Sarah W. Briggs, Ph.D.
(1928)	(1455 Phila. Ave.)	
Perkiomen School (Boys)..(1928)	Pennsburg	Albert E. Rogers
Philadelphia—Friends Central School of Philadelphia.(1928)	Philadelphia 31	Richard H. McFeely
(68th St. & City Line, Over- brook)		
Philadelphia—Friends Select School of Philadelphia.(1928)	Philadelphia 3	Harris G. Haviland
(17th St. & Parkway)		
<i>Philadelphia Public High Schools:</i>		
Benjamin Franklin High School (1941)	Philadelphia 30	Charles H. Williams
Frankford Senior High School (1928)	(Broad & Green Sts.)	
Philadelphia 24	Frank L. Cloud, Ph.D.	
(Oxford Ave. & Wakeling St.)		
Germantown Senior High School	Philadelphia 44	Charles R. Nichols
(1928)	(Germantown Ave. & High St., Germantown)	
John Bartram Senior High School	Philadelphia 42	Wesley E. Scott
(1941)	(67th St. & Elmwood Ave.)	
Kensington Senior High School for Girls	Philadelphia 25	Mrs. Marie K. Longshore
(1928)	(Amber & Cumberland Sts.)	

SCHOOL	LOCATION	HEAD
Olney High School(1932)	Philadelphia 20(Front & Duncannon Sts.)	Andrew S. Haines
Overbrook Senior High School....(1928)	Philadelphia 31(59th St. & Lancaster Ave.)	William M. Clime
Philadelphia Central High School (1928)</td <td>Philadelphia 41(Ogontz & Olney Aves.)</td> <td>William H. Cornog, Ph.D.</td>	Philadelphia 41(Ogontz & Olney Aves.)	William H. Cornog, Ph.D.
Philadelphia High School for Girls (1928)</td <td>Philadelphia 30(17th & Spring Garden Sts.)</td> <td>Miss Helen C. Bailey</td>	Philadelphia 30(17th & Spring Garden Sts.)	Miss Helen C. Bailey
Philadelphia Northeast High School (Boys)(1928)	Philadelphia 33(8th St. & Lehigh Ave.)	Theodore S. Rowland, Sc.D.
Philadelphia Standard Evening High School (1947)</td <td>Philadelphia 45(Broad & Green Sts.)</td> <td>Charles H. Williams</td>	Philadelphia 45(Broad & Green Sts.)	Charles H. Williams
Roxborough Senior and Junior High School (1928)</td <td>Philadelphia 28(Ridge Ave. & Fountain St.)</td> <td>Luther F. Waidelich, Ped.D.</td>	Philadelphia 28(Ridge Ave. & Fountain St.)	Luther F. Waidelich, Ped.D.
Simon Gratz Senior High School (1930)</td <td>Philadelphia 40(17th & Luzerne Sts.)</td> <td>E. Carl Werner, Ph.D.</td>	Philadelphia 40(17th & Luzerne Sts.)	E. Carl Werner, Ph.D.
South Philadelphia Senior High School for Boys....(1928)	Philadelphia 48(Broad & Jackson Sts.)	Matthias H. Richards
South Philadelphia Senior High School for Girls (1928-37; 1942)</td <td>Philadelphia 48(2101 S. Broad St.)</td> <td>Elmer Field, Ed.D.</td>	Philadelphia 48(2101 S. Broad St.)	Elmer Field, Ed.D.
West Philadelphia Senior High School (1928)</td <td>Philadelphia 39(48th & Walnut Sts.)</td> <td>Walter Roberts</td>	Philadelphia 39(48th & Walnut Sts.)	Walter Roberts
William Penn High School for Girls (1928)</td <td>Philadelphia 30(15th & Mt. Vernon Sts.)</td> <td>Miss Amanda Streep, 2d</td>	Philadelphia 30(15th & Mt. Vernon Sts.)	Miss Amanda Streep, 2d
Philadelphia Roman Catholic Diocesan High Schools:		
John W. Hallahan Catholic Girls High School..(1929)	Philadelphia 3(19th & Wood Sts.)	Sister Mary Adele, Ph.D., I.H.M.
Little Flower Catholic High School for Girls....(1945)	Philadelphia 40(10th & Lycoming Sts.)	Sister Mary Daniel, S.S.J.
Notre Dame Catholic Girls High School (1947)</td <td>Moylan (Del. Co.).....(Lancaster Ave.)</td> <td>Sister Genevieve Mary, S.N.D. de N.</td>	Moylan (Del. Co.).....(Lancaster Ave.)	Sister Genevieve Mary, S.N.D. de N.
Philadelphia Northeast Catholic High School for Boys....(1936)	Philadelphia 24(Kensington & Torresdale Aves.)	Rev. Edward F. Smith, C.S.F.S.
Philadelphia Roman Catholic High School (1928)</td <td>Philadelphia 7(301 N. Broad St., at Vine St.)</td> <td>Rev. John A. Cartin</td>	Philadelphia 7(301 N. Broad St., at Vine St.)	Rev. John A. Cartin
Philadelphia Southeast Catholic High School for Boys....(1939)	Philadelphia 47(7th & Christian Sts.)	Rev. Julian C. Resch, O. Praem.
Saint Thomas Moore Catholic Boys High School..(1947)	Philadelphia(47th St. & Wyalusing Ave.)	Rev. Joseph G. Cox

SCHOOL	LOCATION	HEAD
West Philadelphia Catholic Girls High School..(1930)	Philadelphia 39 (45th & Chestnut Sts.)	Sister Louise Marie, I.H.M.
West Philadelphia Catholic High School for Boys..... (1932)	Philadelphia 39 (49th & Chestnut Sts.)	Brother E. Anselm, F.S.C.
Phoenixville Senior High School (1928)	Phoenixville	Edgar T. Robinson
Pine Grove Junior-Senior High School .....(1947)	Pine Grove	Harold O. Speidel
Pittsburgh Central District Catholic (Boys) High School (1932)	Pittsburgh 13 (4720 Fifth Ave.)	Brother E. Anthony, F.S.C.
<i>Pittsburgh Public High Schools:</i>		
Allegheny Senior High School. (1929)	Pittsburgh 12 (810 Sherman Ave.)	Roy T. Mattern
Carrick Junior-Senior High School .....(1928)	Pittsburgh 10 (125 Parkfield St.)	Roy J. Mathias
David B. Oliver Junior-Senior High School .....(1928)	Pittsburgh 12 (2200 Brighton Rd. at Island Ave., N.S.)	Frank H. Herrington, D.Pd.
Fifth Avenue Junior-Senior High School .....(1928)	Pittsburgh 19 (1800 Fifth Ave. at Miltenberger St.)	James E. Shannon
George Westinghouse Junior-Senior High School.(1928)	Pittsburgh 8 (Murland Ave. & Monticello St.)	Clark B. Kistler
Peabody High School...(1928)	Pittsburgh 6 (Beatty & Margaretta Sts.)	Donald Edwin Miller
Perry Junior-Senior High School .....(1928)	Pittsburgh 14 (Perrysville Ave. & Semicircular St.)	E. R. Carson
Pittsburgh South Junior-Senior High School .....(1928)	Pittsburgh 3 (S. 10th & Carson Sts.)	Chester L. Sterling
Samuel P. Langley Junior-Senior High School.(1928)	Pittsburgh 4 (Sheraden Blvd., Chartiers & Robina Sts.)	Bruce Cobaugh, D.Pd.
Schenley High School..(1928)	Pittsburgh 13 (Bigelow Blvd. & Center Ave.)	Harvey P. Roberts
South Hills High School.(1928)	Pittsburgh 11 (Ruth & Secane Sts., Mount Washington)	Philip H. Rinehart
Taylor Allderdice Junior Senior High School.(1931)	Pittsburgh 17 (Shady & Forward Aves.)	J. D. McClymonds
Port Allegany Senior High School .....(1933)	Port Allegany	Fred N. Hardy
Pottstown Senior High School... (1932)	Pottstown	H. L. Smith
(Penn & Chestnut Sts.)	Pottsville	D. H. H. Lengel
Pottsville High School....(1930)	Prospect Park	Russell L. Williams
Prospect Park Borough Junior-Senior High School.(1933)		

SCHOOL	LOCATION	HEAD
Punxsutawney Junior-Senior High School (1947)	Punxsutawney	Nelson H. Boyd
Quakertown Junior-Senior High School (1932)	Quakertown	A. Franklin Hunsberger
Radnor Township Junior-Senior High School (1928)	Wayne	Cecil L. Rice, Ed.D.
Reading Senior High School... (1928)	Reading	Earl A. Master
Red Lion Junior-Senior High School (1928)	Red Lion	Edgar C. Moore
Ridley Park Junior-Senior High School (1929)	Ridley Park	J. Layton Moore
Rochester Senior High School... (1928)	Rochester	Fenton H. Farley
Royersford High School... (1933)	Royersford	Thomas D. Evans, Jr.
Saint Benedict Academy (Girls) (1928)	Erie	Sister M. deSales Austin, O.S.B.
Saint John Kanty College High School (Boys) (1928)	Erie	Rev. Michael Sadowski
Saint Joseph Academy of Seton Hill (Girls) (1929)	Greensburg	Sister M. Francesca Brownlee, S.C.
Saint Joseph's College High School (Boys) (1928)	Philadelphia 21	Rev. John F. Lenny, S.J.
Saint Leonard's Academy of the Holy Child (Girls).. (1930)	Philadelphia 4	Mother Mary Celestine, S.H.C.J.
Saint Mary's Academy (Girls). (1937)	Philadelphia 41	Mother M. Teresa Vincent, S.S.J.
Saint Mary's Catholic High School (1932)	Saint Marys	Sister M. Isabel, O.S.B.
Saint Rosalia High School..... (1938)	Pittsburgh	Sister M. Cletus, I.H.M.
Saint Vincent Preparatory School (Boys) (1944)	Latrobe	Rev. Egbert Donovan, O.S.B.
Sayre Junior-Senior High School. (1932)	Sayre	Judson F. Kast
Sharon Hill School of the Holy Child Jesus (Girls)... (1929)	Sharon Hill	Mother Mary Henry, S.H.C.J.
Scranton Central High School... (1928)	Scranton 10	Albert T. Jones
Sellersville-Perkasie Joint High School (1932)	Perkasie	Howard M. Nace
Sewickley High School ... (1931)	Sewickley	W. Henry Beighlea
Shady Side Academy (Boys)... (1928)	Pittsburgh 15	Rev. Erdman Harris
Shaler High School (1946)	(Fox Chapel Road)	Miss Mary Ruth Jeffery
Sharon Hill Junior-Senior High School (1934)	Glenshaw	C. K. Wagner
Shillington Junior-Senior High School (1929)	Sharon Hill	Luther A. Weik
Shipley School, The (Girls)... (1928)	Shillington	Miss Margaret Bailey Speer
Shippensburg Senior High School (1945)	Bryn Mawr	Charles B. Derick
	Shippensburg	

SCHOOL	LOCATION	HEAD
Slippery Rock Campus Junior-Senior High School of the Slippery Rock State Teachers College	Slippery Rock	John P. Bier
Solebury School for Boys..(1931)	New Hope	Arthur H. Washburn
Souderton High School...(1935)	Souderton	E. M. Crouthamel
Southmont Junior-Senior High School	Johnstown (307 State St., Southmont Boro)	Wilbur C. Wolf
Spring City Junior-Senior High School	Spring City	Charles H. Wise
Springfield Township Junior-Senior High School of Delaware County ....(1937)	Media .. (Leamy Ave. & Rolling Rd., Springfield)	Milton L. Smith
Springfield Township Junior-Senior High School of Montgomery County..(1928)	Philadelphia 18 .. (Hillcrest Ave. east of Bethlehem Pike, Chestnut Hill)	Richard C. Ream
Springside School (Girls). (1934)	Philadelphia 18 .. (Norwood & East Chestnut Aves., Chestnut Hill)	Miss Eleanor E. Potter
State College High School.(1940)	State College	W. H. Passmore
Steelton High School ....(1928)	Steelton	C. W. Eisenhart
Stevens School for Girls..(1930)	Philadelphia 44 .. (143 West Walnut Lane, Germantown)	Mrs. Mildred Swan Borden
Stroudsburg Junior-Senior High School	Stroudsburg	Earl Groner
Sunbury Senior High School... (1934)	Sunbury	Frederick Padgett
Swarthmore Junior-Senior High School	Swarthmore	G. Baker Thompson
Swissvale Senior High School... (1928)	Swissvale	L. M. Douglas
Tarentum Junior-Senior High School	Tarentum	Charles C. Stoops
Temple University High School.. (1928)	Philadelphia 21 .. (1417 Diamond St.)	H. Ernest Harting
Titusville Senior High School... (1932)	Titusville	E. F. Bitters
Tredyffrin-Easttown Joint Senior High School	Berwyn .. (Conestoga & Howellville Rds.)	Wallace S. Brey
Troy High School.....(1929)	Troy	W. R. Croman
Tunkhannock Junior-Senior High School	Tunkhannock	Frank T. Dolbear
Turtle Creek Senior High School (1944)	Turtle Creek	Ralph C. Hughes
Uniontown Senior High School.. (1933)	Uniontown	R. D. Mosier
Upper Darby Senior High School ..(1928)	Upper Darby	J. E. Nancarrow, D.Ed.
Upper Merion Township Junior-Senior High School ..(1945)	Bridgeport, R.D. 1	Robert R. Strine

SCHOOL	LOCATION	HEAD
Upper Moreland Township Junior-Senior High School .. (1946)	Willow Grove (York Rd. & Cedar Ave.)	I. Newton Cowan
Valley Forge Military Academy. (1932)	Wayne	Major Gen. Milton G. Baker
Villa Maria Academy ....(1932)	Erie	Sister Emilene, S.S.J.
Villa Maria Academy ....(1928)	Malvern	Sister Mary Catherine Louise, I.H.M.
Villa Maria High School .(1928)	Villa Maria	Sister Mary Dolora, S.H.H.M.
Warren Senior High School (1928)	Warren	Floyd W. Bathurst
Washington Seminary (High School Department) .(1930)	Washington	Mrs. Jane Crowe Maxfield
Waynesboro Senior High School. (1942)	Waynesboro	Paul E. Shull
Wellsboro Junior-Senior High School .....(1935)	Wellsboro	Rock L. Butler
West Chester Senior High School (1929)	West Chester	B. Reed Henderson
West Reading Junior-Senior High School .....(1928)	West Reading	Edwin B. Yeich
West York Junior-Senior High School .....(1928)	York	Palmer E. Poff
Westmont-Upper Yoder High School .....(1928)	Johnstown	Willard E. Ackley
Westtown School .....(1928)	Westtown	James F. Walker
<i>Wilkes-Barre Public High Schools:</i>		
Elmer L. Meyers Junior-Senior High School .....(1933)	Wilkes-Barre	J. Franck Dennis
G. A. R. Memorial Junior- Senior High School ..(1930)	(Carey Ave.)	S. R. Henning
James M. Coughlin High School .....(1928)	Wilkes-Barre	J. H. Super
Wilkinsburg Senior High School. (1930)	(N. Washington St.) Pittsburgh 21	Edward F. Ege
William Penn Charter School (Boys)	(747 Wallace Ave., Wilkins- burg) Philadelphia 44	John Flagg Gummere, Ph.D.
William Penn Senior High School (1928)	(School Lane & Fox St., Germantown)	Edward A. Glatfelter, Ed.D.
Williamsport-Dickinson Seminary (1928)	York	Dr. John W. Long
Williamsport Senior High School (1928)	(Beaver St. & College Ave.)	L. F. Derr
Wilson Borough Junior-Senior High School	Williamsport 19	J. Harry Dew
Wilson Junior-Senior High School of Spring Township .(1945)	(1046 W. 3d St.) Easton	Eugene F. Stoudt
Wyoming Seminary ....(1928)	(22nd St. & Washington Blvd., Borough of Wilson)	Wilbur H. Fleck
Wyomissing Junior-Senior High School	West Lawn	Allen W. Rank

SCHOOL	LOCATION	HEAD
Yeadon Junior-Senior High School .....(1939)	Lansdowne P. O. (Baily Rd. & Cypress St., Yeadon)	Thomas A. Clingan
York Collegiate Institute, York County Academy ....(1928)	York (Duke St. & College Ave.)	Lester F. Johnson
	SWITZERLAND	
International School of Geneva .. (1936)	Geneva (62 route de Chêne)	Madame Fernand Maurette

N.B.: In case the headship of a school changes prior to next December first, please notify us.

Communications may be sent to the Executive Secretary, Dr. Ira R. Kraybill, 3622 Locust Street, Philadelphia 4, Pa.

MEMBERSHIP ORGANIZATIONS

JANUARY 1, 1947

ORGANIZATION	LOCATION	HEAD
Baltimore City Department of Education	Baltimore, Md.	David E. Weglein
Delaware Department of Public Instruction	Dover, Del.	H. V. Holloway
Elizabeth Department of Education	Elizabeth, N. J.	Ira T. Chapman, Supt.
High School Principals Association	New York City (345 E. 15th St.)	Sinclair J. Wilson
Jersey City Superintendent of Schools	Jersey City, N. J.	James F. Nugent
New Jersey Department of Public Instruction	Trenton, N. J.	William A. Ackerman
Pennsylvania State Department of Public Instruction	Harrisburg, Pa.	C. O. Williams
State Department of Education ..	Baltimore, Md.	Thomas C. Pullens, Jr.
University of the State of New York	Albany, N. Y.	

HONORARY MEMBERS

Dr. William A. Wetzel	12 Belmont Circle	Trenton, N. J.
Dr. Frederick C. Ferry	324 Hart St.	New Britain, Conn.
Dr. George Wm. McClelland	University of Pennsylvania ..	Philadelphia, Pa.
Mr. Stanley R. Yarnall	5337 Knox St.	Philadelphia, Pa.
Dr. Charles H. Breed	3314 South Shore Drive	R.D. #1, Andover, N. J.
Dr. William E. Weld	c/o Wells College	Cayuga, N. Y.

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